

Childhood Education

**THE DISCIPLINE
OF WORK**

January 1944

JOURNAL OF THE ASSOCIATION FOR CHILDHOOD EDUCATION

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Childhood Education

*The Magazine for Teachers of Young Children
To Stimulate Thinking Rather Than Advocate Fixed Practice*

Volume 20

Number 5

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Subscription price \$2.50. A.C.E. membership and subscription \$4.00. Foreign postage 50 cents. Single copies 30 cents. Send orders and subscriptions to 1201 Sixteenth Street, N.W., Washington 6, D. C. . . . Entered as second class matter at the post office at Washington, D. C., under the act of March 3, 1879. Copyright, 1943, Association for Childhood Education, Washington 6, D. C. Published with cooperation of National Association for Nursery Education.

Next Month

"The Discipline of Group Participation" is the theme for the February issue. Five major articles will be presented to implement and interpret this theme. Titles and contributors will be:

"Conserving the Values of Group Living" by Morris Mitchell.

"In Union There Is Strength" by Paul Limbert.

"Perspective on Grouping Children in School" by Inga Olla Helseth.

"Evaluating Progress as a Discipline of Group Citizenship" by Winifred E. Bain. Miss Bain will discuss bases for evaluation of progress and the place of goals and standards as set up through group living.

N. Searle Light will describe the organization of child care centers as a group project on a national scale and point out some of the disciplines involved.

News, reviews and two short articles will complete the issue.

EXTRA COPIES—Orders for reprints from this issue must be received by the Standard Press, 920 L Street, N. W., Washington 1, D. C., by the tenth of the month of issue.

Published monthly September through May by
ASSOCIATION FOR CHILDHOOD EDUCATION, 1201—16th ST. N.W., WASHINGTON 6, D. C.



Harold M. Lamberi

Work is a good discipline in any season if it is directed toward desirable ends.

Saturday's Children

SATURDAY'S CHILDREN have come into their own. The privilege of work, long curtailed by the depression, is here and is appreciated; the prestige of work is enhanced by the patriotic motive; its purpose in time of war is ennobled by the threat of danger should efforts be relaxed; and rewards are enhanced by a good round war budget and by hearty public acclaim.

Work is a good discipline in any season if it is directed toward desirable ends. It is small kindness to provide so well for children or adults that their own efforts are unnecessary or minimized. Work demands exertion, continuity of application, adjustment to demands of the situation; it carries its own rewards in terms of achievement. This process toughens the fiber of the person. It is the discipline of struggle which gives integrity to a peasant people and to the so-called "common man."

Despite these values Saturday's children need to observe certain cautions which have to do with a well balanced life. Working mothers and children in this time of war supply good illustrations of dangers involved in work programs which dominate all other values. We are shocked to see the encroachment of industrial work on family life. Children are left to shift for themselves; they are roused from their beds at any time from one to five in the morning to be taken to child care centers for queer and irregular shifts. Or they are shelled out of the centers into the arms of weary mothers too work-worn after an eight-hour day to cope with their needs for affectionate understanding care, and often even for their physical wants for food, clothing, and cleanliness.

SO TOPSY-TURVY have become the provisions for family life in certain areas of war industry that many people are deploring loudly the policy of mothers' working outside their homes. But after all the gains in emancipation which women have made, must they now surrender all choice of outside occupation when they have children? Does the extreme presented by the crazy conditions of war prove the rule?

To be sure the fact of motherhood places an obligation on a woman for the welfare of her children first and foremost. But it does not mean that she should never work outside the home. She must, however, see that other values are weighed and protected if possible. And many children have grown in stamina because of adjustments they have made and responsibilities they have assumed while their mothers were at work.

Still this is not to advocate child labor nor the exploitation of children. But the discipline of work and the responsibilities which work entails are the rights of childhood. The problem is the adjustment of them to varying degrees of immaturity and the balance of them with other values.

FOR SATURDAY'S CHILDREN have also the right to be fair of face and full of grace, to be merry and glad, and at times sorrowful and sad. Like Friday's children they can be loving and giving and perhaps the more so since they work for a living.—Winifred E. Bain, President, Wheelock College; Chairman, Board of Editors, CHILDHOOD EDUCATION.

About This Issue

From Winifred Bain's editorial, "Saturday's Children," through "Work Party for Parents" by Private Smith of the WAC, this issue is devoted to the theme, "The Discipline of Work." Miss Bain points out the values of work in the development of the individual but warns of certain cautions that must be taken if the work children are doing today is not to be harmful to their best growth.

Roma Gans in "Winning the Peace for the Children" leaves no doubt in the mind of the reader that this is the most important work facing adults today. Three articles describing children's work experiences present similar ideas but from different points of view. Marvin Rife gives particular emphasis to children's war work, Norman Studer looks at work experiences from the standpoint of the school curriculum, and Ruth Wood Gavian approaches work as a means of helping children grow in economic competence.

Amber Warburton tells a story of what is happening to the children of agricultural workers in one region of the United States—children who work too much and at tasks which interfere with their development. In "Work Party for Parents" Josephine M. Smith tells how parents enjoyed a work experience in the same environment in which their children work.

We had hoped to have a symposium of articles describing children's creative expression through art, rhythms, music, poetry and prose, stimulated by their work experiences. Since we were not able to accumulate enough material by the time this issue went to press, the symposium must be published later. Will you help us find in art, music, poetry and dance modern versions of "This is the way we wash our clothes"? They are important in their contribution to our better understanding of children.

Changing times are demanding changing concepts of the value of work and give promise of affecting all of us. Our job as teachers is to evaluate constantly the work children do in terms of its contribution to their development, be ready to champion work as one of their inalienable rights, and be ready to protect them from work that jeopardizes their growth.

—F.M.

Winning the Peace for the Children

The most important "work" facing adults today is their active participation in making a peace which will guarantee to children life, liberty and the pursuit of happiness. Miss Gans, professor of education at Teachers College, Columbia University, emphasizes some fundamental realizations adults must face as prerequisites to intelligent participation in making this kind of peace.

THIS WAR INTO WHICH we were drawn without fully realizing what was happening to us has made us mature. Out of our new maturity we are shaping our ideas concerning the peace we want. The number of peace plans mounts daily and as we study them our breadth of understanding is affected. We who are especially concerned with the well-being of children need to give particular consideration to these plans because our ambitions for the future of children can be realized or nullified, depending upon the peace we win.

It is to be expected that in our awakening—an awakening brought upon us by the psychiatric swat of grim war realities—our concept of peace should take on far deeper meanings than the mere cessation of hostilities, and we should be willing to work and sacrifice as individuals and as members of organized groups to establish the conditions implied in the peace we want. If we can give our lives for war, what are we willing to give for peace? Our last peace, which we tried to hold without effort, without cost, without understanding, did not last the life span of a cheaply built house. Automobiles made be-

fore that peace are still in good running condition while the last traces of that peace have been completely blotted out by the blood of our youth.

We were not idle during the years between World War I and World War II, but now we are evaluating the significance of our efforts. Obviously we were not sufficiently concerned with those issues which might have prevented this war. The reason was probably due to our failure to understand some fundamental realizations which now grip us and goad us into facing our responsibilities to the children in this peace-planning period.

Some Fundamental Realizations We Must Face

One of the first of these realizations is that a nation which trades with a whole world is an integral part of that world and becomes involved in world-wide problems, whether for good or for ill. International contact for business purposes only is an impossibility. Exploded, we hope, is that selfish and foolhardy desire for a peace in our own nook of the world while other nations are blasting lives apart. Yes, now we realize that a peace to be enduring must be pervasive. It must hold a promise of security to all peoples of all nations.

A second fundamental realization concerns the effect in daily living of peace plans worth working for. Today real peace has come to mean the promise of a way of life in which families can enjoy the privilege of rearing children and sharing

responsibilities in building their futures; the promise of living as cooperative neighbors; the promise of adding to the security of life through good health, continuous pursuit of our chosen work, and the promise that we may share in creating the community, the nation and the world in which these qualities are assured our children.

This last realization—a share in shaping the world to come—is the moralizing agent of the whole hope. A peace made *for* us will leave us unready and unfit to carry out our role in it. The right to wholesome living cannot be granted to us nor to all those about us. We must constantly work for it and in achieving it we shall achieve our morality. If the peace we envision includes the development of communities in which children may grow constructively, happily and healthfully, then we as individuals and as groups must be the creators as well as the perpetuators of such communities. A "Santa Claus-endowed life" and a benignly supervised continuance of it would destroy rather than build moral fiber.

Our willingness to relinquish responsibility often comes from a feeling of inadequacy. We don't understand the problems so we withdraw and let someone who is competent, or who is professed to be competent, take over. This is especially true in affairs international in scope. Time was when our inability to understand international affairs gave us little concern, for these affairs seemed unrelated to our immediate life. However, the war has intensified our concern and destroyed the serenity which comes from that false idea. We now know that deals made between foreign diplomats or international industrialists may jeopardize all that we cherish in life—yes, even life itself. Just as the world is interwoven in its business and political relations, so is it interwoven in its human relations. Personal and domestic

affairs become what international affairs shape them. This fundamental concept now impels us to clamor for a share in understanding and in making the peace. It must be a peoples' peace, for us, by us.

Synonymous with discussions on peace are discussions on international planning. Not so long ago we heard arguments for and against international planning. Our war enlightenment has swept out this controversy, for subsequent events have revealed that there *has* been international planning, but planning by a few and for purposes that did not include the welfare of all the people. Now discussion on international planning bears on how to stimulate all of us to see our responsibility and our moral obligation to share in making a future which will become increasingly fit for human living. Not only is the problem one of how to become a part of a planning process but one of how to reshape our way of living to include responsibility for continuous planning.

International problems and issues, like local and family ones, are continually emerging and reshaping our affairs. They need continuous study and persistent effort in solving and meeting them. There was a time when out of our disconnected lives we pronounced ourselves too busy to deal with national matters; we had jobs, families; we couldn't spare the time. Now we realize our daily process of living must include time—time to keep informed, time to carry on our obligations whenever our efforts are essential to a cause significant to the future welfare of children, ourselves, and the whole of society in general.

Our understanding of the complexity and interwoven quality of our living has gone much beyond these points. Within the past year a new leaven seems to be at work in the teaching profession, in parent groups, and in all other groups whose immediate concern is the education and wel-

fare of children. It is with a sudden and sickening realization that we see clearly the neglected status of children in this rich land of ours.

Children from birth until compulsory school age are tenants in communities that offer them very few services in health or education. The lives of children are as good as their parents or guardians can make them. Where family life has been secure, not only economically but also emotionally, children have fared well. But the plight of the thousands of children whose families are victims of a ruthless world and who become conspicuous "charity cases" is a blot on our civilization. Community planning for the well-being of the child below six years is too infrequent and inadequate in all sections of our country.

And for the child from compulsory school age through youth, what do we provide? A school program all too often narrowed in time and richness by pinched school budgets which a tax-paying public begrudgingly allots its future America! Even in some of our so-called best situations little or no provision is made for the summer months, the weekends, and all-time health and counseling services—crucial needs for many children and families.

Today, with children conspicuously impeding the war effort if their mothers cannot find centers in which to place them and with child and youth delinquents upsetting the already jagged edges of community security, we see more realistically that children must be considered not only in emergencies but continuously. They are persons, citizens in their own right. We see further that an adequate positive program in family and community life which is basic to children's well-being will eventually reduce the emphasis on "relief," "aid," or "correction"—labels which blight children's lives while the adults responsible for this shabby society remain secure.

Other Realizations We Must Face

The relation of child security to the whole economic and moral climate of the world confronts us with other powerful realizations. From our former dislocated notion of affairs we thought that nothing was more widely acceptable than promoting the well-being of children. From our more realistic position today we see with how much difficulty this cause is fraught. Let us trace a rather innocent looking but worthy phase of child welfare and see what it involves. Assuming that we consider outdoor recreation essential to children's development, what happens when we attempt to provide space, equipment, and supervision for this need in our communities? We might begin by forming a council of representatives from present social and civic groups who are interested in this phase of child and community development. Very early we may meet opposition from a variety of sources: from those who oppose any betterment of already existing programs—the conscientious objectors who hold the line on everything; from those who fear regimentation of children—some rightly and some who knowingly or unknowingly are carrying on Hitler's propaganda on our domestic fronts; from those who know that this program should involve health services and who fear the encroachment upon private medicine; from those large realty interests who are guardians of city budgets, and so on. But more important than all these oppositions is the answer to the question, Is this community actually able to carry a heavier financial load without recasting the local, state and national tax program?

Approximately half of our states are financially unable to offer a semi-adequate conventional program of education for their children. Federal aid is an essential for these states and Federal aid means increased

or revised taxes, which immediately thrusts us into a consideration of the economic outlook for our nation. The important question is, Are we going to follow the recommendations of the National Resources Planning Board and steer our national and international affairs into a steady, productive life, or are we going to follow the recommendations of those whose first aim is to reduce taxes then try to patch up such consequences as unemployment, family insecurity, community destitution and a low ceiling on all basic values in living?

The Significance of These Realizations

All these root issues are implicit in planning and carrying out one essential for children today. If we see the connection between our values for children and the changes essential for helping these values become realities, are we ready to live by the imperatives involved? If we are, then it becomes clear that we must identify ourselves with both local and far-reaching forces which share these same values, and that we must plan cooperatively with them so that these values may become realities in everyday living. Following this logic we see why we should be vitally interested in international plans which have the welfare of all peoples as one major goal. Such plans transcend selfish interests and include the needs of all. Whether we start with the remote or the near matters not, for both are a part of the same peace.

Again, following our logic, we see why as individuals and as groups we must include continuous planning and acting for immediate and far-reaching goals. It is imperative that we keep informed and continue to implement our understanding so that we can readily interpret such mystical terms as "cartels" or "trade agreements" in all their ramifications for life on the

home front; and, reciprocally, so that we can visualize the relation between the better child life which we plan to foster on every home front and its fullest consequences in international planning.

These next few months will be weighted with important decisions affecting the future of our children. A climate of opinion is being developed in regard to our part in post-war international relations and in regard to our attitude toward the quality of life which we are willing to work for and finance on home soil. It is of utmost importance that we immediately appraise these trends and see what they mean in terms of the values for which we waged this war and for which we plan our peace. What response to the cause of peace are we willing to make? To plead preoccupation with other tasks is to reveal our utter lack of understanding of our responsibility to children. To plead neutrality because many phases of a worthy peace fall in moot areas is a charge against our moral standards. To plead ignorance is to disqualify us from the ranks of the intellectually fit.

Many individuals and associates have already answered the question. They are appraising local, state and federal legislation; endorsing worthy trends; opposing doubtful efforts. Groups are cooperating because mass effort is essential in dealing with problems that encompass huge negotiations. Isolationism's counterpart in our personal life has gone with its bogey counterpart in world isolationism.

Out of an enlightened, fervent effort for children will emerge a large force of individuals and groups welded together by a common purpose, building not only a new significance into group life but also a new significance into individual life. Our stature as moral individuals will be measured by the peace we are willing to work for cooperatively for the children.

Helping Children Grow In Economic Competence

Earning, spending and saving money; giving to worthy causes; taking care of one's things, and helping to keep house are some of the economic experiences in which children need to develop competence. Mrs. Gavian, an economist formerly with the educational services branch of the OPA, Washington, D. C., describes these experiences as they function in modern elementary schools. She is the author of "Education for Economic Competence in Grades 1 to VI," Teachers College, Columbia University, Contributions to Education No. 854.

MOST OF THE ENERGIES of civilized men and women are devoted to economic activities—to earning and spending an income and to maintaining a home. Children observe these activities and share in most of them, either directly or vicariously. The life-centered curriculum necessarily includes economic activities and thereby may help children to gain competence in a large and important area of human experience. This article will describe some of the typical economic activities of the modern elementary school and how they may contribute to the development of economic competence.

Planning How to Use a Club, Class, or School Fund. One of the most educative experiences for a group of pupils is deciding how to use a sum of money which belongs to the group. The children should understand that money belonging to the group may properly be used only in accordance with the wishes of the majority expressed after adequate consideration of

alternative proposals. The teacher may help the children to take account of the factors which should be considered in reaching a decision, but the decision should be theirs.

Some seven-year-olds in a public school had a rich experience in choice-making. They had four dollars given to them by the PTA as the class having the largest proportion of mothers in attendance at the monthly meeting.¹ The children decided for themselves what to do with the prize, after talking it over several times in the daily conference period. They chose to spend the money on games, story books, and a Christmas tree for their classroom. They were profoundly satisfied with their choices.

A club to which members pay dues, however small, will frequently have before it the question of how to use the dues. Shall they be spent for refreshments, for supplies, for a party, for gifts, or be left to accumulate in the treasury until a certain sum is reached? In considering the alternatives, the group will gradually learn that the value of money depends upon the use to which it is put.

A school lunch project conducted by a teacher and her pupils presents continual opportunities for planning how to use a given sum of money belonging to the group. The central question which will recur day after day is, "From the money collected daily or otherwise placed at our

¹Editor's Note: It is agreed by the author and the editor that this is an undesirable way of earning money. What do you think?

disposal, what foods shall be served?" In answering it the children may be guided to consider their own food needs, food values, the principles of meal planning, the availability and cost of foods at different seasons, and the equipment and labor required.

If there is money at hand for lunchroom equipment, the group should decide on what items to spend it. Older children may consider such additional questions as where to make the purchases and what should be considered in selecting each item. If possible the privilege of doing the buying should be given to the older children, although they will probably need the advice of an adult.

It is to be hoped that schools will increasingly find ways for pupils to share in decisions concerning the expenditure of money. When a schoolroom is to be redecorated, why should not the children who will use the room be asked to work out the color scheme in consultation with their teacher, the art supervisor, and the custodian of the building? When books are to be purchased for the school library, why should not each class be invited, after studying book lists and reviews, to make recommendations? Why, indeed, should not the money available for books and magazines be apportioned among the several classes in the building so that each might decide in conference with the teacher and librarian how its share should be expended? Younger children, who could not very well decide on particular titles, could at least indicate their preference, say, for a book about dogs, horses, or airplanes. Similarly, if new equipment is to be purchased for a playground or gymnasium, could not the children help in deciding which of the possible purchases they would most enjoy? It is through experiences of this sort that boys and girls can learn to use money, perhaps the most important tool in modern society.

Earning Money for the Group. From time to time in many elementary schools the children's aid is sought in raising money for some school purpose. Frequently, the children have no part in formulating the purpose, in deciding to help in raising the money, or in selecting a method for raising it. When this is true the activity can have little if any educational significance.

The time-honored way to use children in raising money is in selling something from door to door—magazine subscriptions, seeds or some household gadget on which a generous commission is allowed by the distributor. The item is often not worth the price asked, but some people will buy it in order to help the school or to avoid disappointing a child of whom they are fond. It is doubtful whether children of elementary school age should ever be asked to sell a commercial product from door to door, but if they are to do so, common sense would suggest that they be clearly informed of the purpose for which money is sought and the amount by which the school will benefit from each sale and that their efforts be so distributed over the territory that no one will be canvassed more than once or twice. It is astonishing that these simple conditions are so often disregarded by persons responsible for sending elementary pupils forth as canvassers—a questionable practice in any case.

Participation in a money-raising activity may result in worth-while learnings. It did in the case of a group of fifth and sixth graders who wanted equipment for the school playfield. The boys were asking for basketball courts, the girls wanted volley ball. The teacher pointed out the need for equipment suited to the children of the lower grades. The group decided to try to get equipment for everybody. Mail order catalogues were brought in and the pupils studied the equipment and its cost.

Everyone in the group began to work on ways and means for obtaining the needed articles. It was decided to hold regular candy sales throughout the year, and the pupils gave careful thought to the making of kinds which are least sweet and which help in some measure to supply the individual's daily needs for vitamins and minerals—such kinds as molasses popcorn balls, taffy apples, and fruit-nut mixtures.

The children's efforts stimulated some contributions of money and equipment and also led them to make use of some scrap materials such as horseshoes and odd planks. Before the end of the year they had the great satisfaction of equipping their playground with eighteen teeter boards, two basketball courts, a volley ball court, places for horse shoe pitching, a football field, and rubber balls for the smaller children.

Money-raising activities can be educational if they involve a large amount of teacher-pupil planning directed toward achieving a purpose of the pupils and if they afford opportunities for real learnings. One of the most important learnings is the realization that money can be earned by creating *value*—an article or service for which people are willing to pay. In order to create a value it is necessary for the pupils to think of something they could make or do that they or other people would want. Then the article or service must be well executed by using thought, skill and imagination.

Buying One's Lunch and School Supplies. One sign of economic competence is the habit of choosing carefully the things one buys. The school has a fine opportunity to help children develop this habit in connection with their purchases of foods for lunch and of supplies for school use.

In schools where a variety of foods is sold during the lunch hour, children need systematic guidance in making wise selections. If possible each teacher should fa-

miliarize her pupils with a daily food guide showing the kinds and amounts of protective foods they should have each day and give them frequent practice in checking their food intake for one day against the guide to see whether or not they are getting all the needed foods.² Using actual foods, children may assemble a typical breakfast, lunch, and supper which together provide the protective foods needed daily by a child. They may consider what to bring in a packed lunch and what to buy to supplement a packed lunch, as well as what to buy if a complete meal is to be obtained in the school lunchroom.

Additional problems which they may explore concern the proper place of sweets in the diet; the relative protective values of fruit juices, commercial fruit-ades and "smashes," carbonated drinks, and home-made fruit-ade; the relative protective values of different kinds of candy and of candy compared with nuts; the choice of between-meal snacks. The study of these problems to have any lasting effect on children's habits of food selection needs to be part of a continuous school-wide program of nutrition education which reaches the parents.³

In schools where children must provide their own paper, pencils, and other supplies, the right kind of guidance may produce an interest in intelligent shopping. To make this possible the teacher needs to use judgment in listing the items that each

² A typical daily food guide, formulated by Dr. Lydia Roberts of the University of Chicago, indicates that a child should have daily three or four cups of milk; an egg, one serving of meat, fish, or fowl; one serving of potatoes; one serving of a green or yellow vegetable, one serving of citrus fruit, tomatoes; or other good source of vitamin C; another fruit; three or more servings of whole grain or enriched bread or cereal; two or three servings of butter or oleomargarine fortified with Vitamin A. Dried beans or peas or a generous serving of cheese or peanuts may occasionally be substituted for the egg or the meat, fish or fowl. When rice or macaroni is used instead of potato, an extra serving of green vegetables should be taken. A given food guide may have to be modified due to wartime shortages or because of local food patterns. Information about foods and menus may be obtained from the extension service of the state agricultural college or from the state nutrition committee.

³ Suggestions for such a program are contained in a publication of the U. S. Office of Education, *Nutrition Education in the Elementary School*. Washington, D. C.: Superintendent of Documents, Government Printing Office. Fifteen cents.

pupil is to purchase. For instance she should not require, as many teachers do, the use of glossy white paper for arithmetic and other work to be done with pencil. Instead she might suggest that each pupil have two or three kinds of paper, indicating the kinds appropriate for various uses. Pupils may thus practice one rule for careful shopping, namely: *Do not buy a more expensive grade than is needed to serve the purpose adequately.*

To give practice with another rule for careful shopping—*buy by count or weight*—the teacher might ask a committee to find out where pads containing the largest number of sheets of paper of the desired grades can be obtained and to purchase samples to show the class. The best buys may be found in some nearby store; if not, the committee, accompanied by the teacher, might go to the nearby dealers in school supplies and show them the pads which the pupils would like them to stock. A second committee might make a similar search for the best buy in paste.

Another shopping rule—*consider both quality and price*—can be brought to the attention of the group in connection with buying pencils and crayons. Through discussing their experience with these items the children may recognize that the cheapest kinds are expensive in the long run because they break so easily, and that it seldom pays to buy the most expensive kinds since both pencils and crayons are likely to be lost before they are used up. Pupils in the intermediate schools will enjoy working out a use test as a basis for deciding which pencils and crayons to buy in the future; probably they will find that a grade just above the cheapest is entirely adequate for school purposes.

The teacher may direct attention to still another rule for careful shopping—*avoid purchasing sets containing items that are not needed*—by bringing to class

several pencil boxes and bags fitted with pencils, erasers, rulers, protractor, compass, and the like. She may help the group to evaluate each assortment, taking into account the usefulness to them of the various items, the quality of the items, the probable durability of the container and whether or not it has any real utility, and the selling price as compared with the cost of the needed items bought separately.

The teacher of an intermediate grade might accompany such activities as those described here by reading aloud from the book, *Johnny Get Your Money's Worth (and Jane, Too!)*.⁴ A mature third grade in a demonstration school in New York City found this book so fascinating and convincing when read aloud that they embarked on a long series of comparisons of articles purchased or used by themselves.

Giving to a Worthy Cause. Pupils in the elementary grades are frequently asked to contribute to worthy causes, for most teachers believe that childhood is the time for learning the joy of unselfish giving. Yet the attempt to make giving an educational experience for the child often ends in failure. One difficulty is that the gift commonly represents no sacrifice on the child's part; he obtains it from his parents rather than from earnings or savings of his own.

A second difficulty is that teachers, not wishing the giving to be a burden either to the children or their parents, usually suggest that a very small contribution, perhaps a penny or two, is all that is expected. For a contribution which the child knows would purchase but a stick of gum, he is made to feel virtuous and self-satisfied. Why, when he grows up, should he not feel content to drop a nickel in the collection plate?

Two youngsters living in a prosperous community in New York State came home

⁴ By Ruth Brindze. New York: Vanguard Press, 1938.

with word that they had been asked to bring money for the Junior Red Cross. The fourth grader said he was going to give a nickel, since that sum would entitle him to a membership button. The first grader said, "My teacher wants me to bring a penny for the sick soldiers and sailors." Troubled, the mother explained the work of the Junior Red Cross and showed the children that if they really wanted to help, a nickel and a penny would not go very far. Together they decided that each child should give one week's allowance, twenty-five cents and ten cents respectively. Why should the teachers have hesitated to suggest that a worthy contribution from any child would be his allowance or spending money for one week? To expect too little is to make the giving seem frivolous.

To earn or to make something for a social service organization is a more meaningful experience for children than the giving of money. Sometimes a group collects newspapers or other scrap to raise money for an organization in which it is interested. Sometimes a group makes scrapbooks, toys, or simple articles of clothing for a children's hospital or a day nursery, raised greeting cards for the blind, or novelties for a veterans' hospital. This kind of giving may have real and lasting educational value.

The custom of having children bring foodstuffs for a Thanksgiving or Christmas basket is losing favor.⁵ For one thing, except in a farming community, it is no easier for parents to give food than to give money. Usually the recipient would derive more benefit from a gift of money to be spent for things he wants than from an equivalent value in goods chosen by others, and there would probably be less damage to his self-respect. Furthermore, sporadic giving of this type does

nothing to rehabilitate the recipient. It would be better to familiarize children with more constructive types of giving.

In Allentown, Pennsylvania, at the time of the annual community chest drive each grade learns something about the work of one of the organizations supported by the chest. Elementary pupils visit one of the agencies serving children and find out all they can of its work. While there is no pressure to contribute, the pupils are given an opportunity to do so. Frequently they decide to make toys or other useful articles for the agency which they have visited.

This plan has much merit. Over a period of years the pupils become acquainted with the principal social agencies serving their community, learn of the many services provided by them, and find that they depend upon voluntary contributions. They learn something concerning modern social work planned to rehabilitate rather than merely to relieve misery. It is hoped that boys and girls who have had this training will grow up convinced that it is a privilege to help support the community chest. A desire to support worthy causes is an indication that one has attained economic competence.

Saving One's Money. It is generally agreed that an economically competent person will save a portion of his income if this is possible. So long as the war lasts the only method of saving money likely to be promoted at school will be the purchase of war savings stamps. The motivation is patriotism. Boys and girls buy stamps to prove their loyalty to the nation and without thought of gain from the transaction. Upon learning that the government will at the end of ten years pay twenty-five dollars for a bond costing eighteen dollars and seventy-five cents, a second-grader affirmed solemnly, "I don't believe the government can afford that. I'll take back only eighteen dollars and seventy-five cents." This

⁵ For a fuller discussion of philanthropy see "Is It More Blessed to Give or to Share?" by May Reynolds Sherwin. CHILDHOOD EDUCATION, November 1943, 20:107-109.

child, in common with a great many others, would as quickly give her money to the government as to lend it. It would therefore be a pity, at least in the lower grades, to stress the gain to accrue to the individual lender.

In connection with their purchases of war savings stamps, children may gradually develop an understanding of the immense money cost of modern war, how the money is being raised by taxes and borrowing, and the duty of consumers to save all they can now instead of intensifying scarcities by buying things which they can get along without. Children in the intermediate grades are capable of understanding that money saved by consumers now and spent after the war will help provide employment for returning soldiers and for workers no longer needed in war industries. The children will enjoy collecting pictures and clippings about the improved industrial products to be available after the war, for which consumers may wish to use their wartime savings.

Taking Care of One's Things. The habit of taking good care of one's possessions is one of the signs of economic competence. It should be developed in childhood. Because many children are not taught at home to care for their things, most elementary teachers have tried to teach something about the care of clothes, playthings, and books at school. In wartime this effort needs to be strengthened, not only because all kinds of clothing, playthings, and items of household equipment are becoming so difficult to replace, but also because the help that children may give in the home is increasingly needed.

In the primary grades children often learn to wash and iron doll clothes. They can learn to distinguish fabrics which require extra care in washing, those which should not be hung on a line, and those which may be spoiled by a hot iron. They

can also learn how to protect woolen clothes from moths.

In the intermediate grades children may participate in science experiments that relate to the care of clothing by comparing the effect of boiling water and warm water upon pieces of woolen cloth; the effect of repeated washing with strong soap and mild soap upon wool, rayon, and cotton cloth; the effect of a hot iron on different fabrics, and the efficacy of various simple methods for removing spots and stains. They should also learn how to sew on buttons and snaps, to mend a rip, and to darn a stocking. Boys as well as girls need to know how to care for their clothes and how to make emergency repairs.

The care of toys and other recreational equipment may well become the responsibility of any elementary group. In the primary grades the emphasis will be on preventing damage to playthings by using them carefully and putting them away properly. A child with roller skates might demonstrate how to oil them. Others might demonstrate how to care for ice skates and skis. Simple repairs might also be undertaken, as the re-covering of a toy ironing board, and the mending of a piece of doll furniture or a doll's dish with household cement.

In the intermediate grades the care of bicycles and electric trains needs to be considered. A committee of bicycle- or train-owners might draw up a list of rules for insuring long life and satisfactory service from their equipment. A project in reconditioning playthings belonging to pupils and their younger brothers and sisters would afford excellent training. The teacher might be able to obtain help from a high school shop teacher or from a parent who is handy at repairs. Among many other practical activities the project should give practice in replacing plugs on an

electric cord. In these activities girls should be expected to become just as competent as boys.

Helping to Keep House. For most individuals, economic competence demands the ability to take care of one's home and to get one's own meals, at least in time of emergency. To an increasing extent men and boys are called on to share in the work of running the home; at any rate they should understand what it entails.

Every child should learn how to care for his own room and how to perform other household tasks within his capacity. In most households the child's willing participation in the work of the home would be a valuable contribution to the welfare of the family. In many cases it would amount to an addition to the family income, enabling the members of the family to enjoy more comfort than they could otherwise afford. This should be made clear to the child and he should be helped to feel pride in assuming a share in maintaining the home. His labor may even assist the war effort by making it possible for his mother to do paid or volunteer work outside the home; this, too, he needs to understand. It is frequently difficult for parents to develop in their children a positive attitude toward household tasks; hence the elementary teacher ought to do all she can to help build such an attitude.

In the primary grades children often learn the rudiments of housekeeping in caring for a playhouse. Later they begin to assist in the care of their schoolroom.

They may take part in simple kinds of food preparation—making a hot dish for their lunch or refreshments for a party or preparing a food because they want to know how to prepare it at home. In rural schools pupils frequently take full responsibility for school housekeeping, including the care of the buildings and the preparation of the noon lunch.

Today some schools in defense areas, recognizing that many youngsters have to prepare their own lunches and the family suppers because both parents are employed, are giving systematic instruction in planning and preparing meals, beginning in the third or fourth grade. It is to be hoped that this instruction is not regarded as an additional subject to be mastered but rather as an interesting activity to be integrated with other phases of the life-centered curriculum.

Conclusion. The modern elementary school helps the child to grow in economic competence by recognizing him as a person who has money of his own which he can spend, save, or give away; who does a considerable amount of shopping for himself and perhaps for his parents; who has personal possessions which he needs to conserve, and who often assists in keeping house and in preparing meals for his family. He is, in short, a person with economic responsibilities in the discharge of which the school, in cooperation with his parents, can help him find increasing interest and satisfaction.

Squeaks

By DOROTHY M. PIERCE

An umbrella's nice,
And a pink party bow,
And my raincoat that swishes
Wherever I go.

My pencil writes red,
It can print ones and twos,
But most best of all,
I like squeaks in new shoes.

—From *The Susianna Winkle Book* (Dutton)

What Work for Children?

Is there work which children from below six through thirteen years of age can do that will contribute to the war effort and to their own best development? Mr. Rife, educational services branch of the Office of Price Administration, Chicago, Illinois, believes that there is and lists several kinds of work experiences for this age group. He concludes his article with some basic criteria for judging the worthwhileness of children's work experiences at home and at school.

IT IS PAST TEN O'CLOCK on Sunday evening. Two small boys with shoe-shining kits enter a cigar store and ask in short, quick voices, "Shine, mister?" Their faces are drawn, their eyes are bloodshot, and their little, gaunt bodies are worn from lack of proper rest, care and food.

Multiply this picture several thousand times and you have an idea of the widespread violations of child labor laws throughout our nation. Hundreds of small boys and girls, especially in our larger war-centered cities, are working as pin setters in bowling alleys until the early hours of the morning and operating in such street trades as shoe shining and paper selling from before dawn until after dark—all this in spite of the policy stated jointly by the War Manpower Commission, the U. S. Office of Education and the Children's Bureau of the U. S. Department of Labor: "No one under fourteen years of age should be employed full time or part time as a part of the hired labor force."¹

In these times of great shortages of manpower and womanpower, the hiring of

children under fourteen years of age is becoming increasingly prevalent. There is great temptation for some individuals, behind the camouflage of patriotism, to exploit for personal profit the time and energies of growing children. It is the special responsibility of teachers and parents to expose such activity. Theirs is the war-born task of safeguarding youngsters against work which does harm to their fullest physical, mental and social growth.

What must teachers and parents know and do in order to meet this growing threat to the welfare of our children?

They should be informed about the child labor laws of their own state. These laws are usually enforced by such departments as the division of children's employment of the state department of labor.

They should keep abreast of current wartime studies of special child labor committees, such as the Illinois Child Labor Committee.

They should be alert to violations of child labor laws in their own communities. They should report violations to the proper school and legal authorities.

They can give appropriate attention to the problem of illegal exploitation of child labor in their PTA programs and meetings of civic groups.

They should keep informed of the national picture through publications of the Children's Bureau of the U. S. Department of Labor.

Adequate information, discussion and action upon this problem is a wartime responsibility of socially conscious parents and teachers. Their vigilance will go far in cutting down the incidence of violation among employers of children and among ignorant parents who are willing to have their children engage in work activities which are a physical and moral hazard.

¹Policy on Employment of Youth Under 18 Years of Age. Washington, D. C.: Children's Bureau, U. S. Department of Labor, 1943.

Reporting of violations and enforcement, of course, is not enough to "roll back" this trend toward using children as fodder in an over-worked economic machine. Positive programs of education must be fostered to acquaint children and parents with the tragic risks involved in long and late employment. Adult evening classes can help in educating parents about their obligations to their children in wartime. Campaigns sponsored by the radio and press can dramatize the devastating effects of work exploitation.

Students of family and child welfare throughout the nation have written hundreds of articles in the past two years on this problem. They insist that we dare not sacrifice our boys and girls on the altar of war-excused emergency. Damage to the emotional and physical structure of child life is as tragic as the wounding of men on the battlefield. The growing tissues of children's bodies are to be preserved and cultivated as much as our mines, forests, and fertile fields. Teachers and parents can and must take the lead in seeing to it that the fundamental rights of children to education, rest, fresh air, play and all-around optimum development are protected throughout wartime and after. In short, the freedom and future of our emerging generation are among the major aims of the world conflict in which we are engaged.

Farm youngsters should be protected as well as those who live in our major cities. Shortages of farm labor have made it necessary in many areas for children as young as eight or nine years to go into the fields to harvest sugar beets, potatoes, apples, peaches. Who would deny that someone had failed when an eleven-year-old girl suffered a heart attack from doing a man's work in the field?²

² *Child Workers in Wartime*. By Gertrude Folks Zimand. New York: National Child Labor Committee, 1942. Pages 6-8.

We have given the negative side of the picture. Most of us would agree that legal and social restrictions should be placed and maintained upon the regular or part-time employment of children in the hired labor force. But what about the eagerness of children to play a positive role in helping to win the war? What about youngsters who want to learn the value of earning and saving small amounts of money? What about the beneficial effects of moderate work activities under proper guidance? The Children's Bureau gives us a guide for determining what children under fourteen years of age might do: "The part of children under fourteen years of age in the war effort should be limited to suitable tasks at home and suitable group activities as volunteers under careful supervision."³

Many of us remember vividly the small part we played during World War I in helping to relieve the strain upon scarcity in our wartime economy. We collected peach seeds for gas masks, knitted blocks for soldiers' blankets, bought liberty stamps and bonds, and salvaged tin foil. The thrill of doing one's part remains in the memories of most of us.

What Work Experiences for Children Under Six?

It is generally agreed that children under six years of age should be protected as much as possible from the impact of the war. The mother should take special care to be cheerful and casual about war news and tragedies. At the same time, however, parents can guide these little children in small chores which tend to develop a sense of responsibility and help to conserve materials and services. A list of suggested simple tasks might include:

³ *Wartime Employments of Boys and Girls Under 18*. Publication 289. Washington, D. C.: Children's Bureau, U. S. Department of Labor, 1943.

Helping mother deliver groceries from the store by using their wagons or strollers.

Learning to take regular responsibility for hanging up clothes and putting away shoes and toys.

Learning to put soiled clothes into the hamper or down the clothes chute.

Cleaning and dusting playthings. Reporting broken toys for prompt repair and helping to repair them.

Setting the table and helping to clean the dishes. Three-, four- and five-year-olds can learn to become most efficient "mothers' helpers" or "junior housekeepers."

What Can Children From Six Through Nine Do?

As soon as children begin to attend school their horizons broaden rapidly and the war and its effects must be interpreted to them by teachers and parents. Their activities are largely war-related and their perception of adult values is amazing even in the lower grades. Both at home and in the school there are numerous work experiences appropriate to their levels of maturity. In the home here is a list of suggested activities:

Performing simple laundry tasks such as washing out stockings, doll clothes, handkerchiefs.

Polishing shoes, keeping clothes in order in bureau drawers and clothes closets.

Doing simple mending such as sewing on buttons, mending rips, darning small holes in stockings.

Helping mother clean house — dusting; sweeping; polishing floors; mopping bathroom, kitchen and porch floors.

Doing after school and Saturday shopping for groceries. Learning to shop wisely with ration points as well as money.

Helping to plant and care for a victory garden in summer. Planning a victory garden in winter.

In the school children from six to nine can do much to help both school and community through:

Working on committees for the collection of all kinds of salvage.

Writing and producing plays and stories interpreting their own wartime activities.

Working after school and on Saturday on producing posters and exhibits on war programs for school and community.

Engaging in the full program of the Junior Red Cross.

Helping the school to distribute war essential information to homes in the school community.

Work Experiences for Boys and Girls From Ten Through Thirteen

In addition to the simple activities mentioned above boys and girls from ten to thirteen show unusual maturity and understanding of wartime issues and their part in them. Generally, parents must take them right along in the problems and pressures of wartime living. In most cases the confidence of parents in their children over ten is well placed. They want to be a real part of the history-making years through which we are passing.

In the home they can be of immeasurable help in making it a more efficient and happy place in wartime. Among other worthwhile experiences they can:

Be responsible for the preparation and packing of tin cans and paper for salvage.

Help with the salvage and sale of fats.

Help with meal planning and the budgeting of ration points.

Take care of most of their own mending and the sewing of simple garments.

Help with the care of smaller brothers and sisters, freeing parents for occasional recreation and community service.

Take care of garden, lawn and shrubbery.

Help parents in the harvesting, preparation and canning of fresh foods in season.

In the school boys and girls from ten through thirteen can take positions of increasing leadership. In addition to those school activities already mentioned, they can assume a major role in:

Serving as junior citizens service corps volunteers for local civilian defense councils in their neighborhood.

Organizing a V-mail letter writing group for sending messages to neighborhood boys in the service.

Leading scrap collection teams in each block.

Helping to prepare and serve hot lunches in the school cafeteria. Serving as dishwashers and cashiers.

Working on repair projects in the manual training room during and after school hours and on Saturday.

Participating in a child care center under adequate supervision.

Constructing scrapbooks and puzzles for soldiers and sailors in hospitals.

Helping teachers with younger children.

Certainly this is not an exhaustive list of all the things boys and girls could do to play a positive part in bringing the war to a speedy and effective end. Moreover, these are activities which extend beyond the war in usefulness. They not only help to develop social sympathy but enable each child taking part to become a more effective personality.

Teachers or parents wishing to set up projects of work-experience activities both in the classroom and outside should consider some of the following basic points as indigenous to a worthwhile program:

The activities should be real ones that contribute to child development. Children are quick to sense superficial activities and will resent rightly such exploitation of their eagerness and desire to do worthwhile things.

The experiences should be appropriate to the physical, mental and interest level of the children involved.

The projects should permit each child a relatively wide choice of the particular contribution he wishes to make.

The programs should make a clear contribution to the conservation of time, money and material resources of school, home and community.

The activities should be adequately supervised by a competent adult. The element of fatigue and physical strain should be carefully observed at all times.

The question of monetary reward should be secondary. The more a child feels that he or she is making a voluntary contribution the greater value he places upon that particular activity, generally speaking.

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I Like

By CAROLINE K. McELWEE

Do you like the winter time
When Jack Frost is about
Even if you must wear rubbers
And your mittens when you're out?
I do.

Work and the School Curriculum

The participation of children in war activities has vitalized the school curriculum and given learning "a shot in the arm." The immediate responsibility of teachers is to see that children have opportunities to participate in "satisfying, growth-promoting work" after the war activities are over. What some schools and camps are already doing in providing work experiences for children five to fifteen is described by Mr. Studer, teacher at the Elisabeth Irwin High School, New York City, in the winter, and director of Camp Woodland in the summer.

SOMETHING EXCITINGLY IMPORTANT has happened in our schools since Pearl Harbor. The curriculum has taken on a new dimension to the millions of children who are conducting scrap drives, rolling bandages, making splints and plane models, caring for children of mothers in war work, farming for freedom. Learning has been given a shot in the arm. It has been vitalized by actual participation in the important work of a democracy struggling to overcome Fascism.

We teachers have an important job. In the peace to come we must see to it that children have a chance to participate in satisfying, growth-promoting work in school and community. To retain the values of work in peacetime we must plan carefully so that work fits smoothly into the curriculum of the school. First of all we must find out what we want to accomplish and then we must look about for the kinds of experiences that will translate those aims into reality.

Here are a set of aims that I should like to propose—not as a definitive list, but rather as a basis for discussion:

Work should develop a sense of responsibility in children. In the modern home where "chores" are often of a limited nature there is little opportunity for developing this old-fashioned quality, the quality that makes farm children so much more mature in many ways than their city cousins.

Work has important therapeutical value. The job that is simple and direct has a challenge. Anyone who has been associated with a work project can testify to instances of problem children who have been straightened out by the responsibility of a job. Work has great value as an integrative force for the personality.

Work should develop a pride in workmanship. We cannot begin too early in life to develop pride in doing a job well. It can be developed in relation to small jobs about the classroom and in the school community.

Work projects should develop respect for the people who do the work of our society. In a democratic society—in the century of the common man—children should learn to honor all work, the work of the manual laborer as well as of the professional man and the white collar worker.

Work should develop in young people useful skills that will make every man and woman a "handyman." The war, with its shortage of repairmen and service workers of many types, has taught us how little we are at home in a world of machines and gadgets. We can be ever so much more useful to ourselves, our families and our communities if we develop the skills that will make us able to do the scores of little repair jobs about the house.

Work should develop an attitude of willingness to face unpleasant and boring jobs. If during youth we develop this ability we will have developed a valuable short cut to success on a job in the adult world.

What Some Schools Are Doing

Building these skills and attitudes in children through actual work experiences will require a work program in school,

extending from the primary through high school. It will require a work program that is knit into the entire curriculum of the school. What are the kinds of work experiences that can practically be incorporated into the curriculum?

Some progressive schools have been experimenting along this line for years and we may profit by their findings. The City and Country School has perhaps gone farthest in making work an integral part of the elementary school curriculum. The "service jobs" which they have developed have been taken over by two public schools of New York City—33 and 194 in Manhattan. Children of these schools undertake various jobs needed by the school community. They manage a post office, sell penny milk and crackers, manage school supplies, sell war saving stamps and handle the visual education materials.¹

The Little Red Schoolhouse, too, has developed work projects in its elementary school. Groups have conducted messenger services, run the mimeograph machine, assisted with serving lunch, swept classrooms, painted, and done other necessary jobs about the school.

In the new Elisabeth Irwin High School, which is being developed as the high school department of the Little Red Schoolhouse, work experiences are being woven into the warp and woof of the curriculum. We selected food and typing because they were courses in which the new high school was ready to offer work experiences, and because they were activities in which it would be valuable for every boy and girl to develop practical skill. As part of their general training all students assist in the school cafeteria and in clerical work.

Gradually we are reaching out into the community with our work program.

¹ Editor's Note: For a detailed account see "We Build for Citizenship" by Adele Franklin in *CHILDHOOD EDUCATION*, September 1943, 20: 23-27.

Every student in the ninth grade takes a job in some community agency in connection with the work of the core curriculum—a study of our city. Some of the students work in a neighboring child care center, others in local libraries, the C. D. V. O., health centers and hospitals. The students work during school time, a few in each institution, and are subject to periodic supervision by the school in order to assure proper adjustment to the job.

These jobs are necessary in the community and in agencies crippled by the manpower shortage. Often they are simple tasks of filing or addressing envelopes, but in some cases the students have an opportunity for further development of their newly acquired skills in food work and typing. In every case there are conferences with responsible workers in the institution, in which the students are given an opportunity to see the work of the institution as a whole and to understand how it fits into the life of the community. The students like this work because it gives them the feeling of biting into real jobs and of doing important and necessary war work. Most important of all, this is the type of work that can easily be continued after the war.

Summer Camps and a Work Program

Work for children should be an all-year-round affair. We should make every effort to carry into peacetime the beginnings that have been made by the army of high school students who have worked on farms from Maine to California. Young people will not want to go back to tame and empty summer vacations and they should not have to. But work experiences in the summer need not be confined to youth of high school age. The summer camps offer marvelous opportunities for work for all ages of children. Many camps have moved

in the direction of work programs, and they must not drop these promising beginnings when the war is over.

To show the possibilities of work at camp I should like to describe briefly the program at Camp Woodland in up-State New York. We have developed a comprehensive program for all ages—five to fifteen. The children begin at the age of five, helping to make their own beds and to set tables. As they grow older they have other important jobs in the camp community. Improvements such as building trails and nature walks, erecting buildings, and painting are done by the campers. Most of the preparation of vegetables for the kitchen is done by them, all of the table setting, and some of the serving. The children run a post office that serves a camp community of two hundred sixty people, operate a camp library of five hundred volumes and a cooperative store. The camp is developing a miniature farm and the children take care of calves, chickens, goats and sheep, besides working in a victory garden.

For the older campers there are more responsible jobs: assisting with younger children, working as aides in the infirmary and as hands on neighboring farms. Work is accepted as a challenge and a desirable experience along with athletics, art, dramatics and dancing.

The Basis for Success of a Work Program

The success of the work program will depend to a great extent upon the degree to which the children accept it as their own. The child should be made to feel that he must work because he is a member of a community where everybody does his bit. He should be taken in on the planning of the work, he should have a share in administering the program, and he

should be helped to make his own evaluation of its success and failure. A wrong approach to work is to consider it an extension of the monitorial system where the children merely carry out the plans of the teacher with their sole incentive a desire to obey the teacher.

Sometimes it may be necessary to dramatize the place of work in community living. At Camp Woodland each year we devote one Sunday morning assembly to work. Murals on work are displayed in the open air amphitheater where the meeting is held. Poems about work are read. The children tell about their own work experiences and in their own words formulate their appraisal of the value of work. At the end of the summer we have a work parade and festival in which the campers march with their work tools and celebrate with dancing and songs the jobs done that summer. In this way the children over a period of years have been helped to understand the larger meaning of the work they were doing and to see the importance of doing one's share in a democracy.

The success of a work program, too, depends upon the extent to which it is integrated with the rest of the curriculum. The City and Country plan is to develop work projects around service jobs. The group at Public School 33, for instance, which sells war savings stamps, is also studying American history. At the same time that the children are participating in the work of helping to finance the war they are studying about the money problems of the American Revolution and the post-war period. At the Elisabeth Irwin High School the students of community life make a firsthand study of the agencies in which they work.

We cannot consider the work program complete until we have made it possible for children to participate in the work of

the larger community outside the school. In other times it has been the role of youth to learn how to work alongside their parents, in the field or in the home industry. Our urban industrial life deprives many children of this opportunity and the school must do all it can to fill the breach. We must not, therefore, be content with having brought work jobs into the school community: elementary as well as high school

students should ultimately have work experiences in the community outside. I am confident that in peacetime as well as in wartime we will be able to find the right jobs for our children. We can do it if we are on the alert, if we establish a close relationship between school and community, and if we begin in a modest way by making work a successful part of the school program.

The Poor Scholar's Soliloquy

By STEPHEN M. COREY

"Cue to Curriculum" might be the sub-title for this pithy piece by Mr. Corey, who is principal of the University Elementary School, University of Chicago, and professor of education in the University.

NO I'M NOT very good in school. This is my second year in the seventh grade and I'm bigger and taller than the other kids. They like me all right, though, even if I don't say much in the schoolroom, because outside I can tell them how to do a lot of things. They tag me around and that sort of makes up for what goes on in school.

I don't know why the teachers don't like me. They never have very much. Seems like they don't think you know anything unless they can name the book it comes out of. I've got a lot of books in my own room at home—books like *Popular Science Mechanical Encyclopedia*, and the Sears' and Ward's catalogues, but I don't very often just sit down and read them through like they make us do in school. I use my books when I want to find something out, like whenever Mom buys anything secondhand I look it up in Sears' or Ward's first and tell her if she's getting stung or not. I can use the index

in a hurry to find the things I want.

In school, though, we've got to learn whatever is in the book and I just can't memorize the stuff. Last year I stayed after school every night for two weeks trying to learn the names of the Presidents. Of course I knew some of them like Washington and Jefferson and Lincoln, but there must have been thirty altogether and I never did get them straight.

I'm not too sorry though because the kids who learned the Presidents had to turn right around and learn all the Vice Presidents. I am taking the seventh grade over but our teacher this year isn't so interested in the names of the Presidents. She has us trying to learn the names of all the great American inventors.

Kids Seemed Interested

I guess I just can't remember names in history. Anyway, this year I've been trying to learn about trucks because my uncle owns three and he says I can drive one when I'm sixteen. I already know the horsepower and number of forward and backward speeds of twenty-six American trucks, some of them Diesels, and I can spot each make a long way off. It's funny how that Diesel works. I started to tell

my teacher about it last Wednesday in science class when the pump we were using to make a vacuum in a bell jar got hot, but she said she didn't see what a Diesel engine had to do with our experiment on air pressure so I just kept still. The kids seemed interested though. I took four of them around to my uncle's garage after school and we saw the mechanic, Gus, tearing a big truck Diesel down. Boy, does he know his stuff!

I'm not very good in geography either. They call it economic geography this year. We've been studying the imports and exports of Chile all week but I couldn't tell you what they are. Maybe the reason is I had to miss school yesterday because my uncle took me and his big trailer truck down state about two hundred miles and we brought almost ten tons of stock to the Chicago market.

He had told me where we were going and I had to figure out the highways to take and also the mileage. He didn't do anything but drive and turn where I told him to. Was that fun! I sat with a map in my lap and told him to turn south or southeast or some other direction. We made seven stops and drove over five hundred miles round trip. I'm figuring now what his oil cost and also the wear and tear on the truck—he calls it depreciation—so we'll know how much we made.

I even write out all the bills and send letters to the farmers about what their pigs and beef cattle brought at the stockyards. I only made three mistakes in 17 letters last time, my aunt said—all commas. She's been through high school and reads them over. I wish I could write school themes that way. The last one I had to write was on, "What a Daffodil Thinks of Spring," and I just couldn't get going.

I don't do very well in school in arithmetic either. Seems I just can't keep my mind on the problems. We had one the other day like this:

If a 57 foot telephone pole falls across a cement highway so that 17 $\frac{3}{6}$ feet extend from one side and 14 $\frac{9}{17}$ feet from the other, how wide is the highway?

That seemed to me like an awfully silly way to get the width of a highway. I didn't even try to answer it because it didn't say whether the pole had fallen straight across or not.

Not Getting Any Younger

Even in shop I don't get very good grades. All of us kids made a broom holder and a bookend this term and mine were sloppy. I just couldn't get interested. Mom doesn't use a broom anymore with her new vacuum cleaner and all our books are in a bookcase with glass doors in the parlor. Anyway, I wanted to make an end gate for my uncle's trailer but the shop teacher said that meant using metal and wood both and I'd have to learn how to work with wood first. I didn't see why but I kept still and made a tie rack at school and the tail gate after school at my uncle's garage. He said I saved him \$10.

Civics is hard for me, too. I've been staying after school trying to learn the "Articles of Confederation" for almost a week because the teacher said we couldn't be good citizens unless we did. I really tried, because I want to be a good citizen. I did hate to stay after school, though, because a bunch of us boys from the south end of town have been cleaning up the old lot across from Taylor's Machine Shop to make a playground out of it for the little kids from the Methodist home. I made the jungle gym from old pipe and the guys made me Grand Mogul to keep the playground going. We raised enough money collecting scrap this month to build a wire fence clear around the lot.

Dad says I can quit school when I'm fifteen and I'm sort of anxious to because there are a lot of things I want to learn how to do and as my uncle says, I'm not getting any younger.

By AMBER ARTHUN WARBURTON

Children Who Work

There are both positive and negative disciplines involved in the work children do. This article points out some of the negative factors that are inevitable when children must work at too early an age and at tasks detrimental to their growth and development. Mrs. Warburton, formerly of the Children's Bureau staff, presents here a story of the work done by children of agricultural laborers, points out the reasons why they work, the results to the children, and the responsibilities of all of us for improving the conditions of these children and their families.

SOME TEACHERS in certain areas of the United States find it unnecessary to provide realistic work experiences for their pupils. Many of these children know what it means to work and to be away from home in connection with their jobs from sunup to sundown or longer. They are likely to be the children who help to harvest the nation's crops.

Even young children—nine, ten and eleven years old—know the importance of their earnings to the family income. Hunger sends many of them to work. Embarrassment because of poor clothing is another incentive. They also know the concern that comes when some member of the family is seriously ill and there is no money for medical care. Their homes are overcrowded, with inadequate facilities for rest and no sanitary facilities.

The schools serving these children must adapt their programs to meet the needs of individuals who can spare but brief and interrupted intervals from their work and home responsibilities. In many instances their teachers can aspire only to aid them in acquiring the simple rudiments of an

elementary education so that they may function as literate adults. Clearly, society has a responsibility for the protection of these children.

Where Do Some of These Children Live?

A recent publication of the Children's Bureau¹ is a study of a group of these children that lives in an important farming area in the United States. This article is based chiefly on the Children's Bureau study. The scene of the study is the southern part of Hidalgo County, Texas, an area outstanding for the production of winter vegetables and grapefruit. A variety of other crops including cotton is also grown. This section of Hidalgo County is part of the fertile lower Rio Grande Valley which has been developed through irrigation, largely since World War I. It has achieved distinction for its productivity, aided by a favorable climate that makes possible almost continuous agricultural activity and by an abundant supply of cheap labor on both sides of the Mexico-United States border.

Labor to harvest the crops is recruited by a contractor. Neither the grower nor the packing shed manager has any direct relationship with the harvest hand. Commonly the citrus- and vegetable-packing shed managers purchase the grower's crop while it is still standing in the fields, arrange with labor contractors (known as "crew leaders," "jefes," or "truckeros") to handle the harvesting, and pay the con-

¹ *Work and Welfare of Children of Agricultural Laborers in Hidalgo County, Texas.* By Amber Arthun Warburton, Helen Wood and Marion M. Crane, M.D. Washington, D. C.: Children's Bureau, U. S. Department of Labor, Publication No. 298, 1943.

tractor a flat rate for a specified quantity of produce. The contractors recruit their own harvesting crews of twenty-five, thirty or more persons, truck them to and from the fields, supervise the field work, and pay them on a piece-rate basis for the harvest produce.

Small towns centered around the packing houses have sprung up at intervals along the railroad that serves the valley. During the winter months these towns hum with the activity of getting the vegetables and citrus fruits off to market. Huge produce trucks speed along the highways from early morning until late at night. In the morning they are filled with men, women and children on their way to the fields to harvest the crops. Toward evening these trucks, filled with produce and workers, return to the packing sheds. Sometimes the children may be seen working outside the sheds until midnight in the glare of the huge arc lights, tying broccoli and other vegetables into bunches. Inside the shed, men, women and older children pack the vegetables, grade and crate the citrus fruits, and load them into refrigerated cars or waiting trucks which then speed on.

Each of these towns of the valley has a section on the "other side of the tracks" commonly known as "Mexican Town" in which the families of field workers live. These settlements have their own main streets, movies, stores, service industries, churches and elementary schools. The streets are but rutted roads. The dwellings are frequently small shacks or huts, usually of makeshift construction. They stand on hard clay earth. The barrenness of these sections is relieved only by occasional blooms in tiny front gardens, by clumps of mesquite in the background, and by the people themselves—vivid, responsive people with a certain gentle dig-

nity and grace. Some of the agricultural workers live in even more primitive surroundings than the townspeople—in clusters of huts built along the irrigation ditches and canals in the open country on land considered unfit for cultivation, or in transient settlements on the outskirts of the towns along the railroad tracks.

Thus in the communities of the lower Rio Grande two distinct worlds live side by side. They are worlds that rarely meet, separated by economic status, by customs and by language. A hopeful sign of future integration of these worlds is most perceptible in the increasing number of boys and girls from the Latin-American settlements who finish the last grade offered in their local school—usually the fourth—and who courageously cross the tracks to attend school in the "other world."

What Work Do They Do and How Much Do They Make?

Any morning between seven and eight o'clock on a day when the weather is suitable for field work the labor contractor may be seen in the communities of agricultural workers with his large produce truck, assembling his crew of field workers from among his own family, his relatives and his neighbors. Infants who cannot yet walk are taken along because there is no one at home to care for them. Little children six and seven years old go along to run errands in the fields and gradually learn to work. It was from personal interviews with these families that the major part of the information for the Children's Bureau study was obtained.

What was happening to the boys and girls six to eighteen years old in these families? It was found that the children and young people constituted a significant part of the family working force. More than half of the members who had worked



Courtesy Children's Bureau, U. S. Department of Labor

The Gonzales family goes to work in the fields. The six-year-old splits raffia with which to tie the beets in bunches. Tiring of work, she plays in the middle of the dusty road.

at some time during the year preceding the date of the interviews were under eighteen years of age and two-fifths were under sixteen. As many as twenty-seven per cent of the children under ten years of age, eighty per cent of the children between ten and fourteen, and nearly all or ninety-five per cent of the youth between fourteen and eighteen had been employed within the year.²

² The field work for this study was done during the peak of the vegetable harvesting season between January 15 and March 28, 1941. All households were visited in five different kinds of areas where agricultural workers lived in concentrated settlements. Households were included in the study if children between the ages of six and eighteen were present and if either the economic head of the family or any of the children of these ages had worked for hire in agricultural field operations on at least five calendar days since December 1, 1940. Information was obtained on 342 families with 998 children between six and eighteen. The families included in this study were predominantly Mexican or of Mexican descent; however, nearly all the children six to eighteen years of age who were the particular interest of the Children's Bureau had been born in the United States. Hidalgo County, Texas, was considered the permanent residence of most of the families. The families worked in the fields for the most part in family groups, harvesting vegetables and citrus fruits in the winter and spring, and cotton in the summer and fall. During the late summer and fall months when field labor requirements in the valley are at a minimum, many of the families migrated in jalopies or in the crowded trucks of their contractors to follow the cotton harvest to North and West Texas, returning to Hidalgo County in the late fall or early winter months.

"When children are old enough they have to help earn the family living," was a frequent comment of the parents. Sometimes they were "old enough" at a very young age—for example, the Gonzales family.³

Ferdinando and Felicia Gonzales had five children. Both the parents and the two older boys worked together in the fields. Fourteen-year-old Juan had worked since he was eight and Jose, his nine-year-old brother, had worked since he was seven. Lucia, aged eleven, had never worked in the fields because she was needed at home to cook, to care for the house and to look after the two younger children, aged six and three.

The amount of agricultural employment available in the valley varied considerably from day to day as well as from season to

³ The names used in reporting information concerning particular families are fictitious.

season. Even at the height of the vegetable harvest, most workers probably averaged about three days of work per week. Employment in the week preceding the interviews had been exceptionally good for the Gonzales family. Their labor contractor had called for them six days between seven and eight o'clock in the morning and had returned them to their home each evening at about seven o'clock, except on Saturday when they were through at noon. They had gathered carrots, beets, and turnips. The work of Juan, who was fourteen, was considered as productive as that of an adult, but Jose, aged nine found gathering vegetables from the ground and shaking off the dirt hard work, so he did not do much of it. He spent most of his time tying vegetables into bunches. His father explained, "Jose is still learning to work."

The combined earnings of the family for the week had been \$7, an amount considered unusually high. The average (median) earnings for families who had had only agricultural employment in the sample work week amounted to \$5.95. Often this meager wage represented many more hours spent away from home in connection with the job than those reported by the Gonzales family.⁴

The Gonzales family did not remain in Hidalgo County for the cotton picking season in July and August as many of the families did. They started to migrate for Texas early in July after the tomato crop in the valley was harvested. As was true of many of the families who migrated later, their final destination was Lubbock County. The Gonzales family stopped to

work in four different places during their migratory trek. Early in December they returned home after an absence of twenty-three weeks. In this time they earned a sizable portion (\$250) of their total annual earnings which amounted to \$387.

This income provided the family with only the barest necessities. While most of the families in the study had two rooms in which to live—one for cooking and living and the other for sleeping—seven members of the Gonzales family lived in one room. After their food, clothing and shelter were paid for there was no money left for medical care. The mother reported that all the children had had colds and "little fevers" during the past year but that they could not afford the services of a physician. Like so many families, they had lost one child in infancy and had had no doctor at the time. Nearly one fourth (twenty-three per cent) of the children born alive to the mothers in this study died before they were eighteen. As in the case of the Gonzales child, nearly half of them who died in infancy were not attended by a physician.

In spite of the inadequate incomes of the families, rarely was assistance of any kind available to them. Mr. Gonzales reported that a number of years ago, when work was very scarce, he had applied for relief and was promised that his case would be investigated. The family waited but no one ever came.

Instances of discrimination were reported by other families. One father told of his experience in applying for work relief when his family was desperately in need. The director of the office told all the "American" applicants to line up on one side of the room and when that was done he told the others to go home. This man never sought assistance again.

⁴ The length of the children's work day was determined not only by the actual hours of labor in the fields but also by the time spent in waiting and transportation. Often many hours were taken up in travelling to and from the fields, in travelling from one field to another, in waiting to be taken home after the completion of the day's work, and sometimes in waiting at the packing shed in the morning for an assignment.

When and Where Do They Attend School?

"Eating is more important than schooling," said one father who in these words summed up the basis of the choice which many parents made when they sent their children to work in the fields rather than to school. Again the Gonzales children may be cited as an illustration.

Juan, the fourteen-year-old lad, had not been to school for two years and was reported to have attended "very little" in the four years he did enroll. He was now considered grown and beyond school age. Lucia had attended school for only three months when she was nine. Jose went to school for a month when he was seven. The boy who was six was considered "too young" to think about school. Mr. Gonzales dismissed the idea of schooling for his children with the words, "We are too poor and we move around too much."

The families interviewed generally referred to schooling as a luxury beyond the reach of their children. Although this study was made at a season when the migrants had returned to Hidalgo County—which for most of them was their permanent home—and when the number of children enrolled in the schools of the areas was at the peak for the school year, only four hundred eighty-eight children or fifty-eight per cent of the eight hundred thirty-seven who were six to fifteen years of age had enrolled up to the time of the interview in any school during the current school year. Of the one hundred sixty-one youth of sixteen and seventeen years, only nine were in school. Eighteen per cent of the boys and girls aged six to fifteen and nine per cent of those sixteen and seventeen had never been to school.

Few children began school before they were seven or eight years of age and for many of them their schooling was ended

before they were fourteen. In the years they attended, those who migrated entered late. A great many of those who did enroll missed school to work in the fields or did not attend because of inadequate clothing or household duties. Some withdrew early in the year. Consequently school attendance in any one year was limited.

No attendance officer was available in any of the school districts serving these children to aid in enforcing enrollment and attendance. The reason most frequently given by school authorities for not enforcing the compulsory attendance laws was that the poverty of the families made it necessary for the children to work. Furthermore, there was a widespread attitude in the community that school attendance should not be allowed to interfere with the supply of cheap farm labor.

In addition, it was reported that some schools refused admission to some children of legal age, especially those applying for admission late in the term, because of overcrowded conditions in the schools and the difficulty of providing for children who enroll late. According to one principal, there was a ruling that children might enter after the first three months of the school term only if they presented a transfer certificate establishing school attendance elsewhere during these early months. Since the children seldom if ever went to school during the time they were away from Hidalgo County, they were thus discouraged from enrolling. Parents told of children of six and seven years who had been refused admission by the local schools on the grounds that they were "too young." When the birthdays of these children were checked it was found that they were within the legal school age and sometimes within the age of compulsory attendance. Instances of this kind doubtless spread the impression in the com-

munity that children of this age were ineligible for school enrollment.

Speaking another language, entering school after the normal age of six or seven years, enrolling late in the year due to migration, and attending irregularly after enrolling made adjustment to school almost impossible and retardations inevitable. Also it is the general practice among the schools in this area not to promote Spanish-speaking children to the second grade until they have been in school at least two years. Consequently, few children were found in grades normal for their respective ages. Frequently the older boys and girls were over-age for their grades by as many as four or five years. Placed with children so much younger, they could only feel stupid and humiliated. Moreover, the books and teaching procedures were seldom adjusted to the needs of over-age children.

A parallel study of the organization of the schools, made by the U. S. Office of Education, revealed an enormous piling up of children in the first grade. Some children twelve years of age or older and many who had been in school three, four, or even five years were found in this grade. Frustrated and discouraged by such experiences, they often quit school for work before completing even the early grades. The school records of the youth fourteen years and over who had left school in the families interviewed showed that one fourth of them had left school from the first grade. Less than one half of these out-of-school youth had reached the fourth grade. Taken together, the many obstacles that prevented normal progress in school for the boys and girls in this study denied them the realization of satisfactory educational achievement.

Who Is Responsible for These Children?

The work experiences of the children in Hidalgo County are quite different from the work experiences of children who help with the chores on their home farms. When children can work under the supervision of parents who regulate their tasks in accordance with their ages and abilities and do not let work interfere with school attendance, such work experiences are educationally and developmentally valuable and important to child growth.

While this study of children lacking in the essential opportunities of childhood—security in the home; adequate food, clothing, medical care and the chance to attend school—may not be duplicated exactly in other parts of the United States, we know that similar conditions exist elsewhere. In rural areas where crops such as cotton and tobacco, vegetables and small fruits are raised on a large scale and where the field labor is done by hired family groups, children of all ages are working in increasing numbers. There is very little state or federal legislation to protect them. Adult agricultural workers are among the lowest paid workers in the United States today. The little protection given them legislatively is much more limited than that given to workers in manufacturing and other non-agricultural industries. And their children are paying the price.

The responsibility for what happens to these young citizens of America rests with the community and the nation. Careful study and planning plus intelligent cooperative action supported by adequate legislation is necessary if these children are to share in their birthright of freedom and opportunity.

A Work Party for Parents

How a work party in a social atmosphere contributed to the better understanding of children, students, teachers and parents. Miss Smith, now Private Smith in the WAC Detachment, Camp Butner, North Carolina, was formerly assistant professor of child development and director of the preschool at the State College of Washington, Pullman.

ON THURSDAY EVENING the playroom of the preschool was humming with a noise strange to it at this late hour. Instead of the usual evening quiet there were talking, laughing, calling and sounds of sawing, hammering and nailing. The people using the small tables and chairs were large people!

The parents of the children enrolled in the school had accepted an invitation to a work party. They had not known exactly what that meant, but had come nevertheless, as requested, dressed in old clothes. Now one mother was sitting crosslegged on the floor, drawing a bear on a small wagon. A father, who by profession is a chemistry professor, was on his knees copying quite accurately a steamboat from a book onto a piece of plyboard. A young executive was sketching and painting a really beautiful pig. Other parents were constructing small furniture, painting pictures, making ladders, coloring large blocks, and conferring with each other on matters of the proper color for the settee and the first speech of young children.

The accomplishments were greater than we had expected. First, with respect to the parents the evening served to give them greater knowledge about the preschool, increased their confidence in the school and in the teachers, and provided an oppor-

tunity for self-expression. Mothers exclaimed, "So this is the steamshovel!" and "Now I know all about Cinder!" One mother asked, "May I see the hall (isolation room) where they rest when they are noisy?" These grown-up children handled the books and toys with obvious pleasure, a young father even holding Raggedy Ann in one arm while he used the other hand for painting. Three mothers with artistic training did beautiful creative work, two in producing animal pictures and one in mixing colors for the painting of furniture. A very young lady of scientific background drew a realistic duck on a cart. In meeting together the parents shared problems and in sharing, lightened them. They discovered, to their immense delight, skills with brush, with hammer and saw, that they had not dreamed they possessed. And not least, they had a happy three hours of relaxation and activity.

Two groups of students were affected—those enrolled in child development courses, and those in parent education methods. Without the students in child development, the venture would have been impossible, for it was the busy college girls who went into the homes to stay with the children while the mothers and fathers attended the party. Each girl who went into a home had an intimate closeup of the child she had been studying in school. The following week the girls reported their experiences, one of them adding concerning "her" child, "I think he put something over on me." They discovered that a little girl known in school is not necessarily the same little girl when her mother and her teacher are out of the picture.

The students in the class in parent education methods observed the activities of the evening for a short period and were led by their teacher from this observation to a realization of the possibilities for true parent education in such a functional situation.¹

The third value achieved was the teachers' better acquaintance with the parents. The day after the party the usual greeting or short conversation lengthened itself into a discussion of school, child, and parent-school relations. This teacher found herself thinking now in terms of "Mrs. Brown," rather than of "Betty's mother."

And last, the children gained increased security at school through knowledge of

their parents' participation. They had been told beforehand of the coming party, and the following day eagerly asked for "the pig my daddy painted" and "the dressing table my mommy made." And, of course, they had new toys and equipment. The tangible results were the following: an orange settee with coffee table to match, a climbing ladder, a doll clothes chest, a dressing table, a cart, a wheelbarrow, three pictures painted on plywood to be cut into jigsaw puzzles, and floor blocks brightly painted.

Preliminary Planning

The success of the endeavor was due at least in part to careful planning and the inclusion of interested persons. Invitations were typed on small squares of paper and pasted inside folders made of colored

¹ Hazel M. Cushing, coordinator of family life education, is the teacher of this class. She characterized the party as "a thrilling exhibition of parent-teacher education."



The work party in progress.

construction paper. The children, after being told about the plans, pasted colored decorations on the folders wherever they chose and carried them home.

The students planned three separate parts. First, those who were to stay with the children called the parents offering their services. These calls occurred the day after the invitations went home. Second, a committee of girls met with the dean and the head teacher to plan the refreshments. The dean ordered the food, the girls spent half a day preparing refreshments, most of an evening serving them, and another hour or so washing dishes and cleaning up. Third, a group of girls assisted the director in preparing the materials for the parents to work with. They made out a list of possible toys and gathered the raw materials. Some preliminary sawing, nailing, and flat base painting had to be done in order that the articles could be completed in one evening.

Part of the work of the third group of students consisted of printing directions and arranging materials. It was thought desirable to mix the parents in a random manner and also to preclude the possibility of one person being given a very simple task while another received an extremely difficult one.

As the parents entered, each one drew a number. These numbers indicated on which project each person was to work. Large colored signs reading "Paint,"

"Saw," "Hammer and Nails," and "Clean-up" indicated the proper work places.

The materials for each of the ten articles to be constructed were sorted and put in separate places around the room, with a number matching the parents' numbers above each pile. With each group of materials was placed a sheet giving suggestions for an article. For example, the printed words, "Make a wheelbarrow, cart, or doll buggy," were put with a wooden chalk box, a long wooden rod of $\frac{3}{8}$ inch diameter, and four small wooden wheels. The end product turned out to be a little cart painted blue-green, with a yellow duck painted on the top and a very sturdy handle. The children use it for pushing small dolls around.

Was the party a success? Everyone seemed to have a good time, but were the aims fulfilled? The class discussion of the students indicated that they gained more than enjoyment. Here are four selected remarks of parents which are typical of the entire group. One mother said, "We all have the same problems." A father who was inspired to say, "I'm going to make some at home," has since made furniture for his children's room according to our general plans. One father expressed his opinion almost in surprise, "They (the parents) are grand people." And the last quotation is from a very young father of two small boys, "Let's have one every month."

Food Joins the Three R's

"Is it possible that young Kentucky schoolmarm may be blazing a new trail to better education and health for two continents?" asks Eunice Fuller Barnard in her article in the November issue of *Survey Graphic*. In the one-room schools of a Kentucky county, reading, writing and arithmetic are now taught to the tune of good food, with homemade textbooks and goat and garden projects. Here is colorful adventure in education and nutrition, with repercussions in Canada and the Caribbean. Recommended reading.

Report of the Tenth Biennial N.A.N.E. Conference

THE TENTH BIENNIAL CONFERENCE of the National Association for Nursery Education, held in Boston October 22-25, was one of unusual significance. It was one of the few educational conventions national in scope to be held in the past eighteen months. The participants in the conference, some seven hundred in number, accepted the opportunities afforded to review the problems of child care and education in America today and to discuss means of solving them. The theme under which they worked was, "The Community Serves the Child in War and Peace."

One felt the vastness of our war problems as reports were given of work in far-flung areas. One felt the price which children and families are paying for this war. One felt that unless our debt to them is minimized the nation and the world will suffer acutely for generations the losses sustained by this one.

The keynote of the conference was sounded by Grace Langdon, Federal Works Agency, Washington, D. C., who served as chairman of the general session which preceded the meeting of discussion groups. Miss Langdon said: "Some see children as deterrents to women getting into industry. Some see children as one of the nation's most important resources. Some see children as individual human beings for whom the whole war is being fought. We are concerned with children from these latter points of view."

There followed a series of vignettes on America's children—pictures of children living in present-day conditions in industrial areas in California, Georgia, Texas, Nebraska, where fathers and mothers work in factories to produce munitions and other implements of war and where communities, aided by federal funds, are endeavoring to provide security, wholesome care and education for their children.

These pictures of preschool Jimmy whose attendance at the war nursery had helped the shipyards to produce at top speed; of high school Mary whose assistance at the nursery had

helped her to recover her equilibrium in an unbalanced world; of the sleepy towns which slept no longer under the impact of a sudden migration which made teeming industrial centers, raised problems for discussion and plans of action in succeeding days of the conference.

In the group assembled there was no need to convince anyone that children are the greatest national resource, nor that they are individual human beings with needs and rights to be preserved in the face of war, nor that they are the objective for which the war is being fought. But the thwarting of efforts to produce an effective program for children in our national crises gave impetus to the discussions which took place at four consecutive group meetings.

There were ten groups which met simultaneously, each discussing the "planning for children in war and peacetime . . . based on the successes and failures which have been made in communities that have pioneered in . . . the care and protection (of children) during the war years." Concrete illustrative materials contributed by alert workers had been mimeographed for use as a "take-off" for proposals as to essentials of on-going planning for children and families. But the personnel of the conference was such that the firsthand experiences of workers present in the groups were vital enough to illustrate needs and to stimulate the discussions. Represented were a vast array of individuals and agencies concerned with children in far-flung areas of the United States. A summary of the deliberations of the ten discussion groups will be made by the Committee on Public Relations and used wherever the inclusion of such material will strengthen programs of work.

A stirring report of implications from the discussions was given to the general assembly by Roma Gans. She noted that a great amount of spadework on child care programs had been accomplished in the United States. She inferred as the sense of this conference that the problems affecting children in wartime, such

as health, recreation, family counseling, and provision for individual needs, are not merely emergency conditions but are persistent problems demanding attention in the long pull ahead. As obstacles to be overcome in a forward looking course of action she cited the need for enlightening the public to problems of child care, preparing a sufficient number of wise and skilled workers, instituting solid community programs which will remove the temporary climate of many of the present agencies serving children and families, and securing adequate financial support for such programs. Miss Gans sounded a personal challenge to workers in this field for informed and courageous citizenship. She pointed out that there is no neutral position in meeting issues of the present day. Action must be taken. Lack of action for the side you believe in is positive action for your opponent.

This was a working conference, the discussion groups consuming the major proportion of the time. However, two stimulating general sessions enriched the program: a lecture by Carl J. Friedrich of Harvard University on "Education and the New Belief in the Common Man;" and a symposium on the topic, "Religion—Its Place in the Community Services for Children," with the Reverend Michael J. Ahern representing the Catholic faith, Rabbi Joshua

Loth Liebman the Jewish faith, Reverend Frederick M. Eliot the Protestant faith, and Lawrence K. Frank representing the general field of child development. There was in both of these meetings an appeal to get behind cultural differences to the common core in mankind on which cooperation must be built.

At the business meeting on the last day of the conference the Association approved the action of its officers in supporting legislation providing for the appropriation of federal funds for use in the care and protection of children, including support of the Thomas Bill, S.1130, passed by the Senate in June and referred to the House Committee on Education where it remains for action.

The officers elected for the ensuing biennium are as follows:

President, N. Searle Light, State Department of Education, Hartford, Connecticut

Vice-President, Katherine Roberts, Merrill-Palmer School, Detroit, Michigan

Vice-President, James Hymes, Kaiser Shipyards, Portland, Oregon

Secretary-Treasurer, Dora-Louise Cockrell, Federal Works Agency, Boston, Massachusetts.

Editor's Note.—The action taken by the N.A.N.E. on the National Commission for Young Children is reported by Miss Leeper on page 239.

January

By ELIZABETH COATSWORTH

A snow may come as quietly
As cats can walk across a floor.
It hangs its curtains in the air,
And piles its weight against the door.
It fills old nests with whiter down
Than any swan has ever known,
And then, as silent as it came,
You find the pale snow bird has flown.
But snow can come quite otherwise,
With windy uproar and commotion,
With shaken trees and banging blinds,
Still salty from the touch of ocean.
Such storms will wrestle with strong boys,
And set the girls' skirts wildly blowing,
Until it throws its cap in air
And shouts, "Well, goodbye now! I'm going!"

On Awards, Insignia and Uniforms

In the December issue of the *American Junior Red Cross Bulletin* Livingston L. Blair, national director of the American Junior Red Cross, explains their policy on the authorization and issuance of awards, insignia, uniforms and certificates. He emphasizes that they are not earned by nor can they be accepted for service rendered. They are given in recognition of satisfactory completion of a standard Red Cross training course or in recognition of membership in an organized Red Cross group having membership prerequisites of satisfactory training for service.

Mr. Blair states, "The greatest contribution of the Junior Red Cross program is that it provides to boys and girls in the schools opportunities to learn the responsibilities and privileges of citizenship in a democracy. This is achieved by enlisting the energies and skills of the boys and girls in services to citizens. It is a false introduction to citizenship to promise awards and rewards for services in behalf of fellow citizens and in behalf of better communities, a better nation, and a better world. Our democracy needs more citizens who meet their obligations as an integral and consecutive part of their daily lives. Civilians need not doff their working clothes and don a uniform in order to serve effectively as constructive citizens. The authorized uniforms of the Red Cross are working clothes. The school clothes of boys and girls are their working clothes. When they serve others as citizens no uniform is required for such service, and they learn a fundamental truth about citizenship in a democracy if they proceed with such service in the clothes they wear as members of the school group. An equally valid truth about democracy is learned when the civilian citizen does not seek to embellish his citizen's garb with symbols of reward for having done his just and appropriate part in meeting the obligations and responsibilities of citizenship."

The giving of rewards for services rendered and in recognition of accomplishments has long been a moot question in educational circles. Recently, too, the question of uniforms for teachers as warworkers has been widely discussed. Extremists on both sides stand firmly in the rightness of their beliefs. Is there a happy medium between the two points of view which today needs thoughtful evaluation in the light of what we know about human development and a practice which has become intensified in war time?

Across the

"The In-betweens" We like the way in which Esther Lloyd-Jones describes ten-year-olds in her excellent article, "The In-betweens," in the November *Educational Leadership*:

"At the age of ten one has finished with the rather interesting distinction of having holes where teeth used to be. The holes have filled up. One feels pin-featherish.

"From the standpoint of the youngsters themselves, it's a rather unsatisfying time of life. Life is drab. Coddling by mother and aunts and uncles is definitely out. Youngsters are told in many unspoken ways—as well as bluntly spoken ones—that they definitely are no longer the least bit cute. They sense the lack of satisfaction that parents have in their appearance. They don't feel comfortable somehow inside their funny, changing skins, but they're not up to doing anything about their appearance."

Children seven to twelve have often been called "the forgotten age of childhood" and with considerable truth. Mrs. Lloyd-Jones makes a contribution to our better understanding of this age group in her article. It is well worth reading in its entirety. And so is the whole November issue of *Educational Leadership*, which has for its theme, "Growing Up in the War Years." "The Small Fry," "Little Girls as Women," "We'll Be in the Army Soon," "When Girls Are Soldiers," "Youngsters in Trouble," and "Children of Conviction" are the titles of other challenging articles.

We are glad to welcome Ruth Cunningham to that goodly group known as editors of educational magazines and to wish her and *Educational Leadership* a long and happy professional life.

Teacher Shortages Eight times as many war emergency teaching permits were issued by state departments of education this year as last, says the U. S. Office of Education. Issuance of such emergency permits was one of the steps taken by state departments to meet teacher shortage, and at the same time safeguard the standard of regular teaching certificates. Permits issued in 1942-43 totaled 38,285 as compared with 4,655 in 1941-42 and 2,305 in 1940-41.

Editor's Desk

Other steps taken to alleviate teacher shortages are raising of salaries, modification of regular certification requirements; introduction and extension of teacher placement and registration services; encouragement of state legislation to improve tenure and working conditions; cooperation with college programs to forestall shortages; consolidation of small schools and classes, and provision of increased financial aids for prospective teachers.

Child Care in Russia Mrs. Rose Maurer, a specialist in family life in Soviet Russia, makes this report of child care in the *New York Times*:

"All existing child care institutions in Soviet Russia, including nurseries, play schools, and children's consultation centers have been expanded to capacity owing to war needs, and are being utilized by both working mothers and housewives. At present six million cots are available in the nurseries and kindergartens, and new centers are being erected where they are needed. In addition to the permanent nurseries there are 'seasonal' centers, set up for farm workers near the harvest fields. (See Mrs. Warburton's article on page 221 of this issue.)

"Nurseries give all-day care for babies from one month to three years old. A traveling type of nursery, resembling a caravan, has also been devised. In this mobile unit fitted with medical equipment the babies are brought to their working mothers for feeding every three and a half hours. Children three to seven years old are cared for in kindergarten, and those seven to fourteen attend middle schools and primaries with after-school play and work groups. No stigma of charity aid to the 'underprivileged' attaches to any of the institutions of child care. Even the most remote Siberian center can get all the information it needs from the federal health bureau to set up as well organized a nursery as is found in the metropolitan areas," says Mrs. Maurer.

"The existence of a well-trained, professional group of nursery personnel has been another factor in the success of the centers. In 1938 there were fifty thousand students of child care in the teachers' training school and even in wartime adequate staffs have been maintained."

School-Door Canteen The school-door canteen recently opened at the Jefferson Junior High School in Washington, D. C., has proved so successful that at least two others are being planned. The canteen is run by the parent-teacher association and the city recreation association. Its purpose is to give teen-agers some place to go one night a week and to furnish them wholesome recreation. "And it's almost free!" said one junior high student. Seventeen cents admission pays for professional dance music and floor-show talent. Refreshments are at cost.

The Washington school-door canteen is only one of more than seventy-five similar "junior night clubs" that are springing up all over the country as one method of combating juvenile delinquency. Whether it is the "Newcomers Club" in Washington, the "Bar-None Corral" in Oklahoma City, the "Bombardier" in Des Moines, Iowa, or the "Tumble Inn" in Germantown, Pennsylvania, the purpose is all the same—a place of their own for children too young to fight but old enough to be unsettled by war.

Much Virtue in a "Not" It is a puzzle to the Editor why the word, not, is not in the first sentence of her comments "About This Issue" in the November CHILDHOOD EDUCATION, page 99. But there it is not, and it should be. It was in the original manuscript sent to the printer. It was in the page proof, but it is not in the finished copy. Somewhere along the production line, it fell out. The sentence should read, "It has not been easy to plan this issue." In this case there is much virtue in a "not."

Other Omissions Here are two more omissions which we apologize to our readers and to the persons concerned. We failed to credit the silhouettes on page 83 in the October issue of CHILDHOOD EDUCATION to their contributor who is Miriam K. Picheney, teacher in the Lincoln School, Roselle, N. J.

In the filler on page 103 of the November issue, the four lines at the conclusion:

The common man
Man is a long time coming
Man will yet win
This old anvil laughs at many broken hammers

were quoted by George A. Coe from Carl Sandburg's *The People, Yes*, page 286.

Books FOR TEACHERS...

LEADERSHIP AT WORK. *Fifteenth Yearbook, The Department of Supervisors and Directors of Instruction of the National Education Association. Washington, D. C.: the Department, 1201 16th St., N.W., 1943. Pp. 248. \$2.*

What is leadership? Who are the leaders? Where can effective leaders be found? How can good leadership be developed? Are leaders always out in front? How does democratic leadership work?

Some light, both definitive and practical, is thrown on these and other similar questions in this stimulating yearbook. The committee in charge of its preparation takes the position that the leadership of ideas is more important than the leadership of individuals, that educational leaders may be found in the obscure classroom as well as in the front office, that the roots of effective leadership lie in the common recognition by a group of a problem that needs to be solved.

The story of Joe Brown with his growing pains and stomach aches seems to be a fairly true, although both tragic and comic, portrayal of most supervisory efforts. Ten years hence some other clever storyteller will probably laugh at our present efforts just as the sincere attempts of poor Joe Brown are ridiculed in Chapter I. May we have the courage to keep on trying as Joe did!

Examples of leadership at work in trying to improve educational facilities, programs, and opportunities are profusely given throughout this yearbook. There are examples from big city systems, such as Seattle, Denver, Salt Lake City, Fort Worth, Omaha, Cincinnati, and Hartford. The State of Michigan is cited as an example where local leadership is developed on a state-wide basis. Suburban communities are represented by Shorewood, Wisconsin, and Webster Groves, Missouri. Rural counties are included, with Cherokee and Fayette in Alabama, and with Vigo in Indiana. Small cities, towns and villages, a private school in New York City, teachers organizations, teachers colleges, universities—all testify to their searching

for ways of finding and developing effective leaders in a democratic way.

Selecting new colleagues, cooperative policy making, planning a building, budget preparation, curriculum improvement, in-service training, student participation in management, teacher apprenticeship, cooperative community action—these are some of the areas in which effective leadership has been sought, found or developed, and put to work.

This yearbook committee has shown that a serious educational treatise can be made attractive. The use of interesting photography, meaningful cartoons, excellent printing on good paper, and the fable of Joe Brown give life and vigor to the book. It deserves thoughtful reading by laymen and teachers, as well as by administrators and supervisors.—R. H. Price, *Superintendent of Elementary Schools, District 107, Highland Park, Illinois.*

INTERCULTURAL EDUCATION IN AMERICAN SCHOOLS. By William E. Vickery and Stewart G. Cole. New York: Harper and Brothers, 1943. Pp. 214. \$2.

Until recently Americans have never given much thought to the problems raised by the influx of vast numbers of immigrants from widely different culture areas of the old world. The average American has thought of his country as the home of freedom and has taken considerable pride in the fact that it has constituted a mecca for the down trodden, the persecuted, the starving and the poverty stricken. America has been good to those who called it home and, in the years of its unlimited opportunities, few Americans have begrudged a share of its richness to others. However, as we approached the end of free land and some question arose in the minds of American laboring men as to the extent to which their opportunity to make a better living was jeopardized by the influx of foreigners, we have seen an increase in cultural conflict between old and new Americans.

This conflict has been greater where there were visible physical differences. That is, it has been easier for immigrants from the Brit-

ish Isles to find acceptance than for Scandinavians or Germans, who in turn were more acceptable than Italians or Slavs. Where to these differences were added that of skin pigmentation as with the Oriental, the East Indian or the Negro, the discrimination has been greatest.

One fact has minimized for many years the danger of serious conflict between cultures in the United States. That was the urgency with which our newcomers have been ready to shed their ancient culture and acquire the Americanized version of Anglo-Saxon culture which has long characterized the United States.

The rise of race myths under the sponsorship of alien or native Fascists, however, has found in the cosmopolitan nature of American society fertile soil for the implantation of racial prejudice, once an aggressive and subversive minority seriously undertook to start trouble. Rachel Davis DuBois, more than a decade ago, pointed out the increasing danger that serious conflict within our body politic might result if some active steps were not taken through the schools, the churches, and through militant activity upon the part of those who believed in the value of preserving diverse cultures within the United States. Her activities led to the founding of the Institute for Intercultural Education which has gradually grown into the Service Bureau for Intercultural Education. As we have found ourselves deeply involved in the second world war, the need for the kind of training which she preached has become increasingly evident. It is one thing, however, to recognize the need for a given type of action and something entirely different to know just what to do about it. Therefore, the proposed series of publications announced by the Service Bureau for Intercultural Education comes as a welcome contribution.

The first volume, *Intercultural Education in American Schools* by William E. Vickery and Stewart G. Cole, offers us a pattern for the integration of work in cultural understanding with the program of the American public schools. The first three chapters review the conflicts in American life which justify efforts in the field of cultural understanding. The last three suggest classroom materials, methods and techniques applied to actual school grades, closing with an elaboration of eight important concepts which the authors believe fundamental to the new educational approach.

For a pioneer volume, this is a valuable contribution. It should be on the shelves of every

school principal in areas where races meet and if wisely used as a stimulus to action it may serve to lessen some of the growing tensions which may otherwise lead to further outbreaks like the Detroit race riots.—Willard W. Beatty, Director of Education, Office of Indian Affairs, Chicago, Illinois.

MUSICAL ADVENTURES. By Moïselle Renstrom. Salt Lake City: Deseret Book Company, 1943. Pp. 48. \$1.

RHYTHM FUN FOR LITTLE FOLKS. By Moïselle Renstrom. Salt Lake City: Pioneer Music Press, 1943. Pp. 32. \$1.

One's first impression of Moïselle Renstrom's two books, *Musical Adventures* and *Rhythm Fun for Little Folks*, is that the author has succeeded in opening the gates into innumerable avenues of musical expression. It is apparent that the material in each book is so constructed that it must appeal to many children of varying musical backgrounds. One senses that many of the activities described grew out of actual experiences with children and music.

The subject matter included in the song texts is varied. Perhaps the style of some of the songs is too similar to be as vital and challenging to the child as it might be, but when these books are used as supplementary sources of material any "sameness" would be less apparent. The organization of each book is flexible enough to allow for the additions which creative-minded teachers may wish to make.

One of the greatest values in materials such as *Musical Adventures* and *Rhythm Fun for Little Folks* is the variety of musical experiences which the children gain through their use. Opportunity for spontaneous rhythms, ranging from simple responses to detailed dramatizations, is provided. Rhythms, singing, the combining of simple instruments with singing (more implied than directed), and purposeful listening are so interwoven that the experience of each individual child is broadened and enriched. Miss Renstrom's suggestions for carrying on these activities may be used as flexibly as the teacher's and children's imaginations will permit. Nor are the accompaniments provided too difficult for the classroom teacher who has not had a great deal of preparation in piano playing.

These two books are filling a real need for stimulating materials in primary music.—Beatrice Perham Krone, University of Southern California, Los Angeles, California.

Books FOR CHILDREN...

MOLLY AND THE TOOL SHED. By Sally Scott. Illustrated by Ellen Segner. New York: Harcourt, Brace and Company, 1943. Pp. 41. \$1.50.

This is the delightful and authentic story of a little lamb who grew up to be the leader of the flock. One can tell that the author knows lambs as well as she knows the children for whom she writes! The book is readable in makeup with a large, realistic picture on each page accompanied by a significant single line of text. All young children will enjoy the story and the six- and seven-year-olds will want to read it for themselves.

THE WATER-BUFFALO CHILDREN. By Pearl S. Buck. Illustrated by William A. Smith. New York: John Day Company, 1943. Pp. 59. \$1.50.

"When I was a little girl," said Mother, "I lived in China where all the children speak Chinese."

"Do they mind?" Peter asked.

"Certainly not," Mother said. "They think it is the way to talk, just as you think your way is the way to talk. They feel very sorry for you, having to speak English."

This and other incidents in *The Water- Buffalo Children* give American children a needed perspective on how they may look to children of another land. The book is not only a good attitude builder but it tells a good tale from the first moment when Mother (as the little American girl in China) rubs a "magic stone" and a water buffalo appears with two Chinese children astride.

The illustrations give added Chinese flavor. For children from seven to ten.

PIERRE PIDGEON. By Lee Kingman. Illustrated by Arnold Edwin Bare. Boston: Houghton Mifflin Co., 1943. Unpaged. \$2.

Pierre Pidgeon, who was "seven years old, waiting to be eight," lived in a part of Canada called the Gaspé. Pierre liked to play with his Newfoundland dog, to sail in his father's fishing boat, to help his mother sell the bread she

baked in her outdoor oven, and most of all he liked to build ship models. A boat-in-a-bottle which he saw in the store intrigued him completely, but it cost a dollar. That made Pierre feel "very sad inside" because he knew he would never have a whole dollar of his own to spend.

In following Pierre's fortunes and misfortunes with the boat-in-a-bottle, one gains a feeling for the Gaspé and its people. The illustrations which occupy the major portion of the book aid effectively in conveying this feeling. For children from six to twelve.

ONCE UPON A TIME. Folk Tales, Myths and Legends of the United Nations. Told by Agnes Fisher. Illustrated by Zhenya Gay. New York: Thomas Nelson and Sons, 1943. Pp. 302. \$2.50.

In reading *Once Upon a Time* children discover that the United Nations are linked together by folklore as old as time itself. "Robin Red Breast" is not only a North American Indian story but belongs as well to Russia, England and Arabia. "The Dancing Tea Kettle" with its origin in India has appeared also in Russia and France. Old favorites will be discovered and new ones to add to the stock. They are wonder tales emphasizing man's courage.

The illustrations are distinctive in design. Recommended the older children.

AMERICAN GARDEN FLOWERS. By Gladys Lynwall Pratt. Illustrated by Rudolph Freund. New York: Random House, 1943. Pp. 50. \$1.

Schools everywhere should acquire a set of these science books: *American Trees*, *American Song Birds*, *American Water Birds*, *American Butterflies and Moths*, *Wonders of the Sea*, *Wonders of the Heavens*. While the books are not complete in their record of every species, each one includes a typical and a rich range of examples. The illustrations in full glowing colors are so gorgeous and so dramatic that they are guaranteed to make nature lovers of the most indifferent.—May Hill Arbutnot.

Bulletins AND PAMPHLETS...

Implications for Education in Wartime

CHILDREN'S CENTERS. A Guide for Those Who Care For and About Young Children. *National Commission for Young Children. Edited by Rose Alschuler. New York: William Morrow and Company. Pp. 165. \$1.*

Intended as a handbook of practical information for those who are establishing nursery schools, especially during wartime, this compact booklet is equally valuable for those who are with young children at home or in nursery groups which are already established. Mrs. Alschuler has covered a wide scope of problems, beginning with the organization of such a group, housing and equipment, daily routines, play, records, and parent-teacher conferences, highlighting their importance and suggesting materials and bibliographies. What is more, economy of time and money are considered—even to the use of home carpenters and common materials in making furniture and toys. Designs for some of this equipment are included.

OTHER PEOPLE'S CHILDREN. Some Suggestions for the Care of Young Children. *By Ramona Backus, Aline Brough, and Irene Needham. Chicago: Elizabeth McCormick Memorial Fund, 848 N. Dearborn St. Pp. 35. Price not given.*

This pamphlet is designed as an aid to those who, probably without training or much experience, will be caring for the children of mothers who are spending long hours in defense activities. Although no list of "do's and don'ts" can cover the problems of a typical day, these thirty-five pages include some noteworthy advice and suggestions concerning daily routine and those needs and interests peculiar to two- and three-year-olds, four- and five-year-olds, and six- to eight-year-olds. Constructive suggestions for successful child management may

prove valuable even to the parents and more experienced child nurses. In conclusion is given a very brief list of play equipment and books both for the child and about him.

HUNGER QUILTS SCHOOL. *Washington, D. C.: Food Distribution Administration, U. S. Department of Agriculture. Pp. 11. Free.*

The school lunch program operated by local communities in cooperation with the Food Distribution Administration has provided wholesome noonday luncheons to 93,000 schools throughout the United States. Records show that improved health and nutrition have brought more satisfactory progress in studies and in personal habits. This government publication describes the methods of organizing such a program and the ways in which certain commodities can be utilized, even under war conditions, to benefit school children.

NUTRITION FOR HEALTH. Opportunities and Responsibilities for Ohio Schools. *Curriculum Bulletin No. 4, Department of Education and Department of Health. Columbus, Ohio: State Department of Education. Price not given.*

The pamphlets in this folder suggest resources to combat nutritional problems which prevent healthful living. Although based on Ohio practices, the material is applicable in any locality where there is sufficient interest shown in improving conditions. Good health and proper nutrition are important for alertness in school; therefore, educators, elementary school teachers and parents should be intelligent about their promotion. With aid from government and state agencies, nutritional foods are available for school lunches. The Ohio Department of Health bulletins included (such as "Milk for the Family," "Precious Vitamins and Minerals," "Breakfast—The Most Important Meal of the Day," and "The Noon Meal for the School Child") contain information and suggestions for school and home.

Editor's Note: These reviews have been prepared by Esther B. Starks, a member of Miss Hampel's committee. Miss Starks is principal of the Falk Elementary School at the University of Pittsburgh and was formerly a first grade teacher in the Falk School.

SOUTH OF THE RIO GRANDE. An Experiment in International Understanding Undertaken by Two Sixth Grades—Lincoln School of Teachers College. By Agnes de Lima, Thompsie Baxter and Thomas Francis. New York: Bureau of Publications, Teachers College, Columbia University. Pp. 74.

To all those who are interested in furthering new world relationships, this record of a unit on Latin America will be of value. It is rich with accounts of the children's work—in languages, music and art as well as in the social science field—and contains descriptions of various activities, trips, and a Latin American tea, all of which give proof of the many-sided learnings which developed. The appendix contains practical information such as sources of materials, general bibliography, lists of children's books, pamphlet materials, magazines, songs and films. As an attempt to understand our neighbors to the south—their land, peoples and cultures—this report will be both stimulating and challenging whether it is used for suggestions for some group study or as reading material for an interested adult.

GAMES FOR CHILDREN. National Recreation Association. New York: The Association, 315 Fourth Avenue. Pp. 60. \$.50.

Included in this booklet are games for many occasions, active relay races and tag games, quiet guessing games, and other indoor and outdoor favorites for young children and adolescents. A few musical games are included with a short bibliography of the sources for others of this kind.

UNDERSTANDING YOUR BABY. By Lois R. Schulz and Mollie S. Smart. New York: Sun Dial Press. Unpaged. \$1.

This attractive paper-bound book is designed to present to parents and students of childhood education significant information about the baby's first year. A variety of topics covers eating and sleeping habits, body control, toileting, and play with people and

toys. General trends in growth are considered in three-month spans, with due recognition of the differences in individual development—physically, mentally and socially. Over one hundred thirty photographs of babies add much to the clarity of the information and illustrate the developmental stages discussed. Here is a handy, readable book which should prove a valuable reference for any layman or educator who is interested in the normal development of a young baby.

CHILDREN COME VISITING. By Ellen E. Shaw, Michalena Carroll, Margaret M. Dorward and Elsie T. Hammond. Brooklyn, N. Y.: Brooklyn Botanic Garden. Unpaged. Free.

The Brooklyn Botanic Garden offers to children an opportunity to obtain firsthand knowledge of the world of plants. Here is a brief description of how it functions in connection with the schools of the vicinity. It suggests a constructive interest for boys and girls who have time on their hands and a desire to spend it profitably, and is a challenge to other communities where such programs are possible but not yet functioning. Other booklets published by the Garden include *The Children's Garden*, *The Children's Greenhouse*, and *The Boys and Girls Club*.

A WARTIME FOCUS FOR OHIO'S ELEMENTARY SCHOOLS. Circulation Bulletin No. 2, Elementary Supervision. Columbus, Ohio: State Department of Education. Price not given.

The four divisions of this publication were written in collaboration with a committee of professionally minded teachers in an attempt to prepare constructive suggestions for elementary schools in wartime. A challenge to the teacher is followed by specific wartime activities which emphasize child guidance, instructional and citizenship functions. The third division deals with redirecting classroom emphasis. Forty titles are suggested as background reading for current times.

News HERE AND THERE...

New A.C.E. Branches

Michigan City Association for Childhood Education, Indiana.
 Asheboro Association for Childhood Education, North Carolina
 Yankton Association for Childhood Education, South Dakota
 Reinstated: Brookline Kindergarten League, Massachusetts
 Muskingum College Association for Childhood Education, New Concord, Ohio
 Henderson County Association for Childhood Education, Tennessee
 Sumner County Association for Childhood Education, Tennessee
 Nacogdoches County Association for Childhood Education, Texas

Jane H. Nicholson

Jane H. Nicholson, assistant director of kindergartens, New York City, died on July 4, 1943. Miss Nicholson had been for some years a life member of the Association for Childhood Education and had served as chairman and as a member of various committees. She was active in planning and carrying through the national convention held in New York in 1936. Her passing is a great loss to her friends, the Association, and the New York City schools.

In Memoriam

On October 8, 1943, some three hundred friends and associates of Ella Ruth Boyce attended a memorial service at Heinz Chapel, Pittsburgh, Pennsylvania. Miss Boyce, who was director of kindergartens at Pittsburgh until her retirement in the spring of 1941, died July 16, 1943, at Pasadena, California. Members of the chorus and verse choir who participated in the service were pupils from a Pittsburgh public school.

The dedication of a memorial to a former supervisor of early elementary education took place in November when the elementary department of the Kalamazoo public schools, working with other local groups, established the Eleanor Troxell Bookshelves in honor of Miss Troxell, who died at Kalamazoo in the spring of 1943. The nucleus of the collections came from Miss Troxell's personal library and has been

added to by gifts. The books will be placed in schools, in public libraries, and in the libraries of Western Michigan College of Education. They will be identified by bookplates designed by boys and girls who knew Miss Troxell. Those interested in adding to the bookshelves may send their gifts to Louise Singley at the Kalamazoo Public Library, Kalamazoo, Michigan.

Commission Dissolved

The National Commission for Young Children was established by the executive board of the National Association for Nursery Education in October 1941. Its purpose was to help meet the national emergency as it affected young children. Rose H. Alschuler was appointed chairman of the Commission, and four organizations—the American Association of University Women, the Association for Childhood Education, the Progressive Education Association and the National Association for Nursery Education acted as its sponsors.

In April 1943, after a year and a half of work for children, Mrs. Alschuler recommended that the Commission be dissolved at the October biennial meeting of the National Association for Nursery Education, since it was her belief that the program assigned had been completed as well as it could be under the given circumstances. To clear the way for this action the executive board of the Association for Childhood Education voted at its spring meeting to discontinue its sponsorship of the Commission. The expected action was taken by the National Association for Nursery Education and the Commission was dissolved on October 26, 1943.

Educational Policies Commission

At a joint meeting of the executive committees of the American Association of School Administrators and the National Education Association, held in Cleveland, Ohio, on October 18, three new members of the Educational Policies Commission were elected to replace Frederick M. Hunter, John K. Norton and Emily Tarbell, whose terms expire on December 31. The new members are:

Prudence Cutright, Acting Superintendent of Schools, Minneapolis, Minnesota

Paul T. Rankin, Assistant Superintendent of Schools, Detroit, Michigan

Maycie K. Southall, George Peabody College for Teachers, Nashville, Tennessee

Legislative News

The status of S.1130, War Area Child Care Act of 1943, remains the same as reported in the December issue of *CHILDHOOD EDUCATION*. Citizen action is needed. Write to your congressman and tell him your views. Urge him to ask for hearings on the bill by the House Committee on Education as soon as possible.

Institute in Kindergarten Education

In answer to a request from in-service kindergarten teachers of the St. Paul, Minnesota, public schools, a five-day institute in kindergarten education was held at the University of Minnesota last summer. While the 129 registrants were largely the kindergarten teachers for whom the meetings had been especially planned, among them were primary teachers, principals, supervisors and substitute teachers.

The theme, "The Kindergarten in a Changing World," opened the way for study and discussion of ways in which the kindergarten must function if it is to meet adequately the needs of today's children. In writing about the institute, Neith Headley of the University's Child Welfare Institute says, "It gave kindergarten teachers an excellent chance to analyze their own shortcomings and to question and weigh freely the real values of existing kindergarten procedures."

The proceedings of the institute have been published by the Center for Continuation Study of the University of Minnesota.

Mexico's Children

On September 1, 1943, the President of Mexico gave his annual report to Congress. He spoke of the following things being done for the children of Mexico:

The Department of Public Welfare has opened a children's hospital with five hundred beds, the first government institution of its kind in the country. A maternity hospital and a National Institute of Cardiology have been constructed as parts of the medical center of the federal district. The first public dining hall for families, where nutritious meals are served at nominal cost or free, continued its work; a second dining hall is nearing completion and plans for a third are being made.

The Mexican government established the Institute of the Science of Nutrition early in 1943. Instruction in nutrition was given to public school teachers and to

members of the staffs of children's institutions and of the public dining hall.

In accordance with a newly adopted policy, many dependent children were removed from institutions and placed in foster homes.

The social insurance law enacted in December 1942 is to go into effect on January 1, 1944, and will make sickness and maternity insurance, among other branches of social insurance, compulsory for workers.

The Department of Public Education, which received an increased appropriation, reported an increase in the number of schools and kindergartens; better training facilities for kindergarten teachers, and more regular school attendance. For the education of people in isolated rural localities and the general improvement of their condition, groups of teachers who also do social welfare work were sent to at least thirty-four additional places in the year just ended.

Children's Charter in Poland

From the Bulletin of the New Education Fellowship comes this information:

We have just heard that our Children's Charter has been circulated among the teachers of the "underground" movement in Poland. It was welcomed, the teachers being particularly pleased to learn that their countrymen had taken part in the meeting that was responsible for the charter. Although our charter leaves much to be desired, if it has brought encouragement to our brave colleagues in Poland it will not have been in vain.

News of the Children's Charter and its provisions was brought to the readers of *CHILDHOOD EDUCATION* on page 46, September 1942.

Relief and Rehabilitation

Wide publicity has been given, through the press and other sources, to the recent Informational Conference on the Relief and Rehabilitation Program of the United Nations and to the United Nations Relief and Rehabilitation Agreement signed in Washington on November 9. Those who wish to discuss the provisions of the agreement and their implications for citizens and groups in the United States will find much helpful and concentrated information in a pamphlet, "What the United Nations Relief Agreement Means to You," prepared by William Allan Neilson and Raymond Gram Swing for Food for Freedom, Incorporated. Twenty questions most likely to be asked are analyzed and explained.

Groups wishing the leaflet in quantity may order them in units of one hundred, at a cost of \$1 per hundred, from Food for Freedom, Incorporated, 1707 H Street, N. W., Washington 6, D. C. Those wishing single copies may secure them from the Association for Childhood Education, by sending a stamped, self-addressed envelope (size four by nine inches).

(Continued on Page 242)



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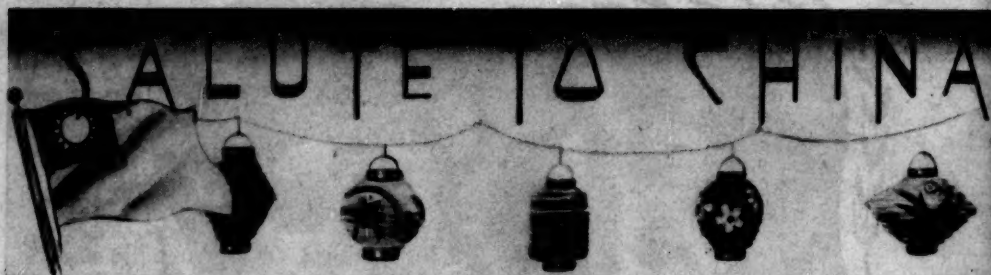
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New Films

Children of Mars is a case study type of film that will be of interest to parents, teachers and the general public. It shows the need for communities to provide out-of-school programs that appeal to school age boys and girls who have no one to go to when school is over, and recommends the extended school program as a means of meeting this need. The film was prepared by the RKO Radio Pictures, Inc., 625 Fifth Avenue, New York City, in consultation with the Child Welfare League of America. Requests may be made at local theaters to have *Children of Mars* shown as a short in the regular program, and it is suggested that individuals or groups making the request help to advertise the film in their communities.

Another film, just released by The March of Time, is *Youth in Crisis*, which deals with the problem of juvenile delinquency. In describing the film, The March of Time says:

We stress the viewpoint of psychiatry, that ordinarily youth becomes delinquent only when its normal needs for affection, recognition of achievements, and whole-

some recreation are not met by the environment; and we show pictorially how these needs of youth may best be met, even in the midst of war and broken homes.

This, too, is a picture to request as a part of the regular program at your local theater.

Awards for Research

Pi Lambda Theta National Association of Women in Education announces two awards of \$400 each for research on "Professional Problems of Women." The awards are from the fund known as the Ella Victoria Dobbs Fellowship and will be granted on or before September 15, 1944, for significant research studies in education. Full information about qualifications of candidates, the subject for research and the submission of the completed study may be secured from the chairman of the Committee on Studies and Awards, May Seagoe, University of California, Los Angeles.

Children's Radio Programs

The Blue Network recently announced two new programs for the younger children, "Land of the Lost" and "Storyland Theater." Both

(Continued on Page 244)

Announcing

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(Continued from Page 242)

programs are scheduled for Saturday, the former from 11:30 to 12:00 A.M. and the latter from 5:45 to 6:00 P.M.

"Land of the Lost" is a comedy-fantasy series based on the experiences of two small children in the under-seas kingdom of King Find-all, "the land where lost things go." It is written by Isabel Manning Hewson, primarily for young children but also with a view toward parent interest and the consequent encouragement of family listening.

"Storyland Theater" presents stories adapted by Jules Werner from the fables and folk tales of many lands and peoples. The dramatizations are accompanied by orchestra music especially prepared for the broadcasts by Paul Creston, an American composer.

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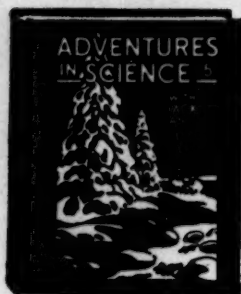
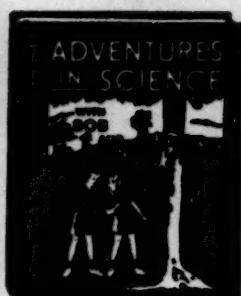
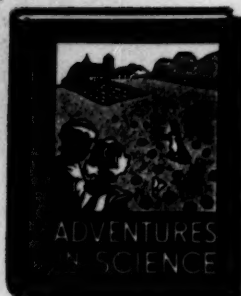
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